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ABSTRACT

Reflecting the philosophy and policy of the National Advisory Council on Adult Education, the report first examines the adult basic education (ABE) target group from the vantage point of the discipline of economics, focusing on: educational attainment and occupation distribution; education, mobility, and occupation; technology and increasing productivity; education, income, and occupation; and population trends and changes in the labor force. A second major section presents the council's recommendations for adult education and ABE programs on all levels: ABE enrollment; ABE dropouts; comparison of ABE population and welfare recipients; ABE's role in rehabilitation; analysis of the ABE target group by age, region, race, and sex; migrant workers; and cost factors. Supporting data is analyzed and tabulated. The second part of this section summarizes council studies and reports, and discusses demographic traits. A final section presents demographic data from each of the 50 States on the ABE target group. Although most of the tables and figures throughout the publication express percentages, an appendix gives national population figures. A summary calls for a national commitment to continuing education. (MDW)

ED105288

A TARGET POPULATION IN ADULT EDUCATION

Report of the National Advisory Council on Adult Education

ECONOMIC PERSPECTIVES AND PROSPECTS

A FOCUS ON THE CLIENT

STATE DEMOGRAPHIC DATA

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Acknowledgement

Members of the original Research Committee of the National Advisory Council on Adult Education consisted of Charles P. Puksta, Chairman; Anne D. Hopkins; Alfredo N. Saenz; and Roberta Church.

Mr. Puksta independently conceived the idea for the Council's major research project and with unanimous approval of the Research Committee presented it to the Council for implementation. This publication is the result of that research project.

Paul Johnston, at the time a member of the Council, perceived the merit and potential of the proposed project and initiated action to provide funds for the first stages of its development.

Former and present members of the Research Committee wish to acknowledge the significant contribution Mr. Puksta has made to Adult Education through his recognition of the importance of obtaining and analyzing demographic information about the Target Population which the National Advisory Council on Adult Education is mandated by law to serve.

Research Committee

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Preface

The Adult Education Target Population is the identification given by the Research Committee of the National Advisory Council on Adult Education to the 54-1/3 million adults in the United States who are 16 years of age and older, not enrolled in school, and who have not completed their high school education.

Public Law 91–230, passed by Congress in 1970, contained provisions for a Presidentially appointed 15-member National Advisory Council on Adult Education. The Council advises the President, the Assistant Secretary for Education, and the U. S. Commissioner of Education on matters relating to plans and programs in Adult Education, with a clientele as identified above, and on the administration of the Federal Adult Education Act.

From its inception, the National Advisory Council pursued limited research in Adult Education-related activities as authorized by Public Law 91–230. The Council's research efforts were limited because of funds; however, Council dollars, combined with other agencies' funds, produced research results acclaimed by many in the field of Adult Education. Research was undertaken on special programs, teacher training projects, needs of practitioners in the field, administrative rules and regulations, authorized funding and appropriation, and government and private agencies with Adult Education components. Investigations into these areas are reported in the three sections of this publication.

The Target Population concept was developed by the Research Committee of the Council. In 1971, the Research Committee began to focus on the vast problems of delivering needed educational services to that segment of the adult population who were at least 16 years old, had not completed high school, and which little, if any, effort had been made to reach. To this time, most of the enrollment has come from the more accessible segment of the Target Population. The inner rings and the hard core of the Target Population remain to be reached.

There is acceptance of the linkage between the level of school attainment and a person's earning power, his ability to provide support, his motivation to self-improvement, his capability to function as a good citizen, and his influence upon his children. Through persistence and studies, the Research Committee has worked to forge this connecting linkage to the total Target Population. The following report relates the story and the results of these efforts in three related sections: Economic Perspectives and Prospects; A Focus on the Client; and State Demographic Data.

Since the beginning of the national thrust into this area of Adult Education in 1966, six million persons had enrolled in classes in thousands of local Adult Education facilities. This commendable effort to provide educational opportunity gains perspective by noting that 849,000 adults nationwide enrolled in the Federal/State grant program in 1973; whereas, in that same year, about 800,000 youngsters left school without obtaining a high school diploma. Thus, at the current rate of program activity as many prospective clients are being added to the Target Population as are being enrolled in these Adult Education programs. A comparison of other program years shows greater numbers being added to the Target Population than enrolled in programs.

The need to substantially increase the national effort in delivering Adult Education services is supported by factors other than the need to outstrip the number of yearly additions to the Target Population. The increasing demands of a technologically "souped-up" society are already raising educational requirement levels for both employment and general living.

The future is bound to bring a new definition of the Target Population as the high school diploma requirement becomes superseded by new standards and as the need changes and mounts to help those who are educationally behind. There will always be a population of "stragglers" who need to be served educationally or they will be the forgotten dependents left behind. Planners of future Adult Education programs should keep in perspective this changing character of the Target Population. Federal and State plans and future program structures must be appropriately adapted and adopted to meet the human needs of the time.

This report is unique in that the section entitled "Economic Perspectives and Prospects" examines the Target Population from the vantage point of the discipline of Economics. Observations are made and projections deduced as certain factors in the ebb and flow of the tides in Economics are applied as an overlay on selected characteristics of the Target Population. In this unique treatment of "Economics

in Education," this report makes an outstanding contribution to the emerging field of Adult Education. This is a first for this type of perspective viewing of Adult Education effects and projections. This technique shows promise of being of valuable tool with high potential and many applications.

The Council's Research Committee supplied valuable data on recent Federal programs in Adult Education being provided to the Target Population. As much as possible, this data is related to individual state activity and is treated in the section "A Focus on the Client." The data contained in the first units of Section II were synthesized from State reports and reflect the programmatic and financial aspects as reported. A definite attempt is made to tie this current program data to the Economic overlay previously mentioned.

The Council is appreciative of the consultant and writing efforts on this report by the Research Committee; Seymour L. Wolfbein, Dean of the School of Business Administration, Temple University; and the Council's Executive Director, Gary A. Eyre.

Recommendations are made at appropriate places throughout the report. These recommendations are the result of synthesizing the data obtained in preparing this report and reflect the philosophy and policy of the Council. It is significant that some recommendations address problems that were also stated in the "Second Annual Report of the National Advisory Committee on Adult Basic Education" in 1969. That Committee is a forerunner of the National Advisory Council on Adult Education. This adds emphasis to the significance of these recommendations.

The successes attained to the present time in providing Adult Education services to the Target Population are the result of much individual effort by persons at the local, state, regional, and federal levels. A purpose of this report is to motivate to greater effort legislators, organizations, agencies, and individuals influencing and affecting adult education at all levels. Consider the need for greater effort and consider the impact on the economy and our society when barely one and one-half percent of the Target Population was reached by the federal/state program in 1973. The Target Population comprises 1/4 of the total U. S. population. Within the age group 16 years and older, 2 out of every 5 persons are in the Target Population. Also, half of the Target Population is in the labor force. The task remaining is enormous but carries with it a potential accrual of benefits that is monumental. These benefits are revealed in some detail throughout the sections of this report.

We are a nation endowed with high speed, super highways, and dispensing machines for nearly every purpose. We live in a credit-card economy. We are a news-reading populace demanding service from the first moment of awakening in the morning to retirement to bed at night. We are a citizenry needing communicative and computational skills just to meet our daily needs in living and earning a living. This need is experienced with burdensome emphasis by the Target Population.

The greatness of America is reflected in the greatness of its institutions, in the greatness of its industrial and commercial complexes, and in the greatness of its governments. The Target Population is a human part of this greatness with a need for the oppotunity to develop its full potential through the contributions of Adult Education

CHARLES P. PUKSTA
Chairman

Table of Contents

Acknowledgements iii
Preface v

Section I

ECONOMIC PERSPECTIVES AND PROSPECTS

Introduction and Recommendations 3

UNIT I Going to School 6
- Unit Summary 6
- Breakthroughs in Educational Attainment 6
- The Generations Left Behind 9

UNIT II Going to Work 11
- Unit Summary 11
- The White Collar Economy 11
- The Occupational-Educational Connection 13
- The Industrial Environment 15
- Employment and Unemployment 17
- The Generations Left Behind 18

UNIT III Going Places 22
- Unit Summary 22
- Movers and Migrants 22
- The Occupational-Educational Connection 24

UNIT IV People and Technology 27
- Unit Summary 27
- Increasing Productivity 27
- Education and Productivity 29

UNIT V People and Income 31
- Unit Summary 31
- Rising Levels of Living 31
- Education and Earnings 32

UNIT VI People 36
- Unit Summary 36
- Population Change 36
- Labor Force Change 37
- Life, Work, and Leisure 41

Section II

A FOCUS ON THE CLIENT

Introduction and Recommendations 47

UNIT I ABE Enrollment - FY-71 50
- Texas and California Report Largest Enrollment 50
- Region IV Has Over One-Fourth of ABE Students 50
- Enrollments by Grade Show No Clear Pattern 51
- Membership and Instructional Hours . 51
- Federal Funds For a National Problem . 53

UNIT II Why Students Leave ABE Programs 54
- The Few Facts At Hand Point Up The Need for More 54
- The Regions Also Offer Puzzling Figures 55

UNIT III Students and Welfare 57
- Welfare Differs Among States 57
- The States: Did Illinois Recruit Welfare Students? 57
- Wide Spreads Noted Within Regions . 58

UNIT IV ABE's Role In Rehabilitation . 60
- Crime: Increasing and Moving Out Of Cities 60
- Some States Register No Inmates 60

UNIT V Primary Target Group 63
- Comparison and Contrast 64

UNIT VI Race and Ethnic Data 68
- Performance Records 68
- States and Regions 69
- A Recapitulation 70

UNIT VII Enrollment in ABE by Sex .. 72
- Structure of Society Affects Education Patterns 72
- Speculations 73
- State Figures 74

UNIT VIII Migrant Workers 75
- The States 75

UNIT IX Cost Factors 77
- National Expenditures 77
- Comparisons 78

HIGHLIGHTS OF SELECTED COUNTRY STUDIES

UNIT X Special Background Study 81

UNIT XI Interim Report 85
UNIT XII National Organizations and Voluntary Associations 87
UNIT XIII Federal Activities In Support of Adult Education 89
UNIT XIV Demographic Traits 92
We The Americans—Who Are We? .. 94
We The Americans—Our Homes 95
We The American Women 95
We The Black American 96

Section III

STATE DEMOGRAPHIC DATA

Introduction 99
General Content and Organization ... 99
Special Explanation 100
Limitations 100
State Data
Alabama 101
Alaska 102
Arizona 103
Arkansas 104
California 105
Colorado 106
Connecticut 107
Delaware 108
District of Columbia 109
Florida 110
Georgia 111
Hawaii 112
Idaho 113
Illinois 114
Indiana 115
Iowa 116
Kansas 117
Kentucky 118
Louisiana 119
Maine 120
Maryland 121
Massachusetts 122
Michigan 123
Minnesota 124
Mississippi 125
Missouri 126
Montana 127
Nebraska 128
Nevada 129
New Hampshire 130
New Jersey 131
New Mexico 132
New York 133
North Carolina 134
North Dakota 135
Ohio 136
Oklahoma 137
Oregon 138
Pennsylvania 139
Rhode Island 140
South Carolina 141
South Dakota 142
Tennessee 143
Texas 144
Utah 145
Vermont 146
Virginia 147
Washington 148
West Viginia 149
Wisconsin 150
Wyoming 151
References (Section III) 152
National Figures: The Target Population .. 153

A NEXT STEP

Needed: A New Learning Pattern For Adults In A Changing Society 156

Section I

ECONOMIC PERSPECTIVES AND PROSPECTS

INTRODUCTION AND RECOMMENDATIONS

As the decade of the 1970's began, America found in its midst a total of 54-1/3 million persons of labor force age not enrolled in school and with less than a high school education.

Comprised of both men and women, of all age groups, of whites and blacks, of the Spanish speaking, of Indians and persons of other races and origins and located in all sectors of the nation, these people had two denominators: (1) a lower than average school attainment and (2) a higher than average number at the lower ranks of our economy and our society.

For example:

- Lower levels of schooling serve as a major barrier to being able to work at all. Less than half of the group were in the labor force, a rate which was fully 25 percent below that of the whole population of 16 and over.
- Lower levels of schooling generate higher rates of dependency. More than 3-1/3 million of the group were receiving public assistance.
- Even when able to participate in the labor force, those with under par schooling showed significantly higher rates of unemployment and higher proportions in part-time work than their counterparts with a high school diploma.
- The new occupational and industrial environment in America has brought about major increases in job opportunities in the professional, managerial, clerical, sales and skilled occupations and in the service producing sectors of the economy. These are fields where demands for more schooling have taken place, hampering millions of these workers with less than 12 years of school from moving into the expanding job fields.
- The jobs requiring more schooling are the higher paying ones. Those with less schooling experience smaller earnings. Even among those who were workers, fully one-half had incomes under $5,000 a year and half a million had to be on welfare besides.
- Americans move in large numbers and proportions, mostly in response to economic opportunity—to get a job, a new job, a better job. The higher rates of migration are found among those who have the higher levels of schooling, indicating that millions among this group do not have the mobility to respond to the changing geography of employment opportunity.
- Technological development in a country depends on the quality of its labor force, and particularly on training and education. In turn, technology affects the kinds of jobs which a country provides for its workers. The evidence shows that a trained and educated work force finds better jobs and more job satisfaction.

Thus, the stragglers, the people left behind on the educational front have been at a severe disadvantage in the current world of work. The prospects are as bleak for them for the rest of the current decade as well as for the 1980's.

Government projections point to a continued expansion of jobs in the white collar, skilled and service fields at least through 1990. They also point to the continued need for people to be flexible and adaptable to these changes, to the expected changes in technology and changes in the location of employment opportunity.

On top of all this, the outlook is for a considerable upward shift in the years of school attainment of the population and work force over the next decade and a half, compounding the problems of those without a high school education.

This and more is documented and explained in the pages which follow, and this kind of research into the current and prospective trends in this country leads us to call attention to the following observations and recommendations:

1. The target group, the potential beneficiaries from programs in adult education will continue to be very large, comprising a significant proportion of all Americans. Even though a bigger percentage of the population is finishing high school and beyond, the population is also going up, still leaving us with large numbers of those below the norm in school attainment.

In 1970, there were more than 27 million workers 16 years of age and over with less than 12 years of school.

Projections for 1980 show that about the same number of workers will also not have completed high school by that year.

Projections for 1990 show that even by then there will still be about 22 million workers with less than a high school education.

The proportion of workers who have not finished high school will keep going down, but that declining percentage keeps being applied to an increasing number of workers, leaving the adult education target population still large.

The resources for adult education, therefore, must continue to be provided at levels which will take into account that a large group of Americans without 12 years in school are going to find it even harder than now to cope in the economy of the near future.

2.The evidence documents in a very striking manner the continued importance of work for the nation as it attempts to meet its goals domestically and internationally, but also for the people involved and the wherewithal it provides for obtaining the goods and services they need and want. Low educational attainment blocks employment. For example, in such a critical group as the young (16 to 24 years of age) who are at the beginnings of their career development, there is as much as a 20 percentage point difference in worker rates of those who have not completed high school and of that age group as a whole.

- Educational requirements for employment in expanding job fields are becoming higher and a high school education or more is already the average entry requirement not only for professional and managerial work, but also for secretaries and typists, mechanics, carpenters, sales clerks and many, many others across the occupational structure.

Therefore, curricula in adult education must be more concerned with responding to the needs of the American labor force. It must be significantly advanced in its vocational orientation and in the part it can play in career development.

This, of course, is in no way mutually exclusive with the importance of the role that adult education does and can play in the future in helping all sectors of the population in a wide variety of avocational and leisure time activities. As a matter of fact, both aspects of adult education in their substance and motivating effects, can be mutually reinforcing.

3. American education is an enormously complex and large process, involving all levels of government, the private sector as well, ranging from pre-kindergarten to post doctoral level and including, besides adult education, manpower development and training programs.

There is a need to coordinate the goals and the curricula, the mechanisms and the services that all of these programs provide. In many sections of the country, significant advances are being made on that front.

But we still have a long way to go.

It is urgent that resources and personnel be made available to bring about a more effective working relationship between adult education and other educational activities which will not only enhance the impact of all of them on the human and economic development of the people involved but will provide these services economically and efficiently.

4. The target population of adult education is a very diverse group, cutting across all sectors of the American society. However, the problems of some specific groups warrant special attention.

One group is the older part of the population with below-the-norm school attainment.

Since the younger part of the population is the one caught up in the more recent advances in school attainment, it is not surprising to find that a very disproportionate part of the older age groups are the one with lower levels of schooling.

More than one out of every four persons found to have less than 12 years of school and not enrolled in school in 1970 were 65 years of age and over; the adjacent age group 45 to 64 years of age accounted for another 38 percent of the total. Moreover, for both of these age groups, the concentration of people with very low levels of school attainment, e.g., no more than an elementary school education, was particularly heavy.

Some suggest minimizing resources for these persons because many of them will be leaving the work force through death and retirement.

Here are three major countervailing points.

The *first* is the fact that there is indeed mounting evidence of earlier retirement, particularly among men. This has been a factor in bringing about a major reversal in trend in re-

cent years, i.e., a decline in the length of working life among men. Adult education can enrich and often make useful to society the retirement years.

The *second* is a phenomenon more related to work. There is a very substantial number of persons in this country who do much needed volunteer work, especially in the fields of health, education, and social welfare. Some years ago, in fact, they performed the equivalent work of 900,000 full time, paid labor force members. Volunteer work prevails most among those with higher levels of schooling. Adult education can help people in these age groups direct their energies to such volunteer work.

The *third* is even more work related. We already have noted the connection between schooling and labor force participation. Nowhere is this connection more vivid than among older citizens. Among men 55-64 years of age, only about 70 out of every 100 with no more than eight years of school are still in the labor force as against 85 out of 100 for those who have finished high school. For the former group, the decline in worker rates during the past decade amounted to 13 percent, for the latter (with 12 years of school) it was less than half of that. Schooling does make a big difference. Adult education can make the critical difference permitting the older person to have the option of continued economic activity.

Therefore it is urged that special attention be paid to the older person in adult education programs.

5. Older persons are by no means the only adults who need special attention. In fact, the various groups who represent the target population of adult education receive significantly differential treatment among the various regions and states of the nation and the facts, issues and recommendations which bear on this matter are detailed in Section II - "A Focus on the Client".

Cutting across all of these categories is a trend which carries enormous potentialities for a wide variety of programs in adult education. There is now evidence that we are moving away from the traditional rigid pattern of first growing up and going to school, then going to work and then retiring. More and more, we are combining schooling and work, often going back to either full-time or part-time education and training after a span of years in the labor force, often retiring and engaging in other activities and even entering alternate careers after early retirement.

Each of these episodes carries with it a need for some responsive educational and/or training input for which the curricula, teachers, and formats provided by adult education programs could be particularly appropriate.

Adult education, therefore, should, as a matter of deliberate design, seek out the needs and opportunities for its services generated by the growing number of transitions that are being made among schooling, work and retirement, and mount the kind of programs which will help the people making these changes continue to be as active economically, avocationally or in their leisure time pursuits as they need in the changing pattern of their lives.

UNIT I
Going to School

UNIT SUMMARY

Only one generation after the end of World War II there was a drastic change in the American educational arena, and one of the major consequences has been the disadvantaged position that those with less than 12 years of school now experience.

The 1970 census found a total of 54-1/3 million persons of working age—16 years of age and over—who were not enrolled in school and who had not completed 12 years of school. This group, the potential beneficiaries of adult education (the target population), is made up of men and women, whites, blacks, the Spanish speaking, Indians and people of all ages. However, certain categories stand out in particular:

- Older people, who did not have a chance to ride the recent wave of increasing school enrollments, are represented in this group in disproportionate numbers. For example, 2 out of every 3 are 45 years of age and over.
- There were still more than 4-1/2 million of these person in the young age group—16 to 24 years—where more than one in four of these had not even gone beyond the eighth grade. Their peers have more schooling than the peers of the older group.
- The number of blacks with less than a high school diploma is higher than their proportion of the population. In the critical youngest labor force years, as many as one out of every five persons who have not completed high school and are not enrolled in school are black.

This has to be viewed against the background of an increase in school enrollments to the point where workers in this country now average more than 12 years of school. Seventy percent have at least a high school diploma, 30 percent, some college, 15 percent, a baccalaureate.

All evidence points to even more increases in the educational attainment of workers in the years ahead. By 1990, for example, when today's first graders will either be finishing their first few years as workers or completing college, every single age group in the working population will have an average of at least 12 years in school. Four out of every five workers will have completed at least high school by then.

In the last quarter of a century, those with less than 12 years of school are the people who have become the stragglers, the people left behind. And the future is no more encouraging for them.

BREAKTHROUGHS IN EDUCATIONAL ATTAINMENT

One generation of change in post World War II America has transformed the national educational scene. A surge in enrollments at all levels of schooling generated an unparalleled rise in educational attainment of the population in general and the labor force in particular. As the mid 1970's approached, almost 60 million persons, representing more than one-half of the total population 3 to 34 years of age, were formally enrolled in school.

Overwhelming evidence will be presented here that in this kind of changing environment those who are below the norm in education and training are and will be at a severe disadvantage both in terms of human values and citizenship capability and in the ability to earn a living. In terms of productivity, income, mobility, job status, and other aspects of economic well being, those who lack schooling fall behind. The nation also suffers. It is not able to get full use of these minds, hands, skills, and talents potentially available in its human resources.

Even in the nursery years (three and four) about 25 percent are enrolled in institutions offering some type of formal schooling—two and a half times the proportion prevailing a decade ago. From age 5 through 17, the enrollment ratios are well above 90 percent. Even for persons well into their twenties and thirties, the percentage of the population going to school soared—increases of more than 50 percent among those 22 to 24 years of age; more than 60 percent among those 25 to 29 years; more than 70 percent among those 30 to 34 years.

High as these most recent figures are (*School Enrollment in the U.S.*: October, 1973. Bureau of Census: Series P-20. pp. 150-261), they actually reflect some of the current declines in enrollments. For example, among entering college students, age 18 and 19, more than half were enrolled during the 1960's contrasted to closer to 40 percent today.

This amount of schooling represents a huge increment in the investment in human capital—in time, effort, physical, monetary and individual resources. One result is that about 70 percent of all American workers now have at least a high school diploma, 30 percent, some college, 15 percent, a baccalaureate. At the other end of the educational spectrum, about one out of every eight workers has eight years of school or less, but even this figure is almost incomparably lower than the one out of every two in this category at the beginning of World War II. The figure was one out of every three as recently as the early 1950's (*Educational Attainment of Workers:* March, 1973, U.S. Department of Labor, Special Report No. 161 and *Manpower Report of the President:* April, 1974. Table B-9).

Several facts about this trend deserve special mention. Both men and women have shared in the upturn in educational attainment. For example, both groups of workers are now averaging a half year beyond high school. In this case it was the male worker who had to catch up. A higher proportion of women are high school graduates, but fewer of them enter and complete college.

Negro and other minority groups still have less education than their white counterparts, but the gap has been closing. Non-whites are staying in school longer with more completing high school and moving in significant proportions into the college level. A decade ago, more than two grades of school separated white and non-white workers: white workers were already averaging more than a high school diploma (12.2 years) while non-white workers were just beyond the tenth grade (10.1 years). The latest figures show both beyond high school with less than half a year separating their respective median years of school completed (12.5 and 12.1).

Particularly significant is the fact that this kind of accelerated change compressed into a comparatively small period of time has caused major differences in the educational attainment of different age groups. As Chart One shows, there exists a consistent educational differential by age among workers. The range between the younger and older sectors of the working population is very large.

The proportion of workers in their early twenties who have a high school education or better (86 percent) is double that of workers sixty-five and over. How it looks on the other side of the educational coin is shown by the summary in Table 1.

Nothing in the offing points to any major change in these trends. By 1980, educational attainment will have increased again and major age differences will still remain as well, although the range will not be quite as large as the older workers pass from the scene via death or retirement and the younger groups with more schooling move into the work force. In ten years, 1 out of every 4 workers in the up and coming age group 25 to 34 will have a baccalaureate or higher. The only age group left with more than one-half of its workers without a high school diploma will be those sixty-five years and over (*Education of Workers: Projections to 1990.* U.S. Department of Labor, Special Labor Force Report No. 160-1973).

TABLE 1

Proportion of Workers Who Have Eight Years of Education or Less

ALL WORKERS	14 PERCENT
20–24 Years	4
25–34 Years	7
35–44 Years	13
45–54 Years	19
55–64 Years	28
65 + Years	42

The story is even more striking for 1990 when today's first grader will either be finishing his first few years as a worker or completing college. By then no worker group past the teens will be averaging less than 12 years of school, including those 65 years of age and over. Eighty percent of the American labor force will have completed at least high school. Forty percent will have had some college, of whom 22 percent will have baccalaureates or more.

Throughout this period, however, there will still be millions of persons without a high school education in the work force. Although a larger proportion of the labor force will be high school graduates and beyond, the population also is going up, so that the numbers still left behind will be very substantial.

In 1970, there were a little over 27 million workers with less than 12 years of school. The number in 1980 will be the same. By 1990, there will still be 22 million workers who have not finished high school.

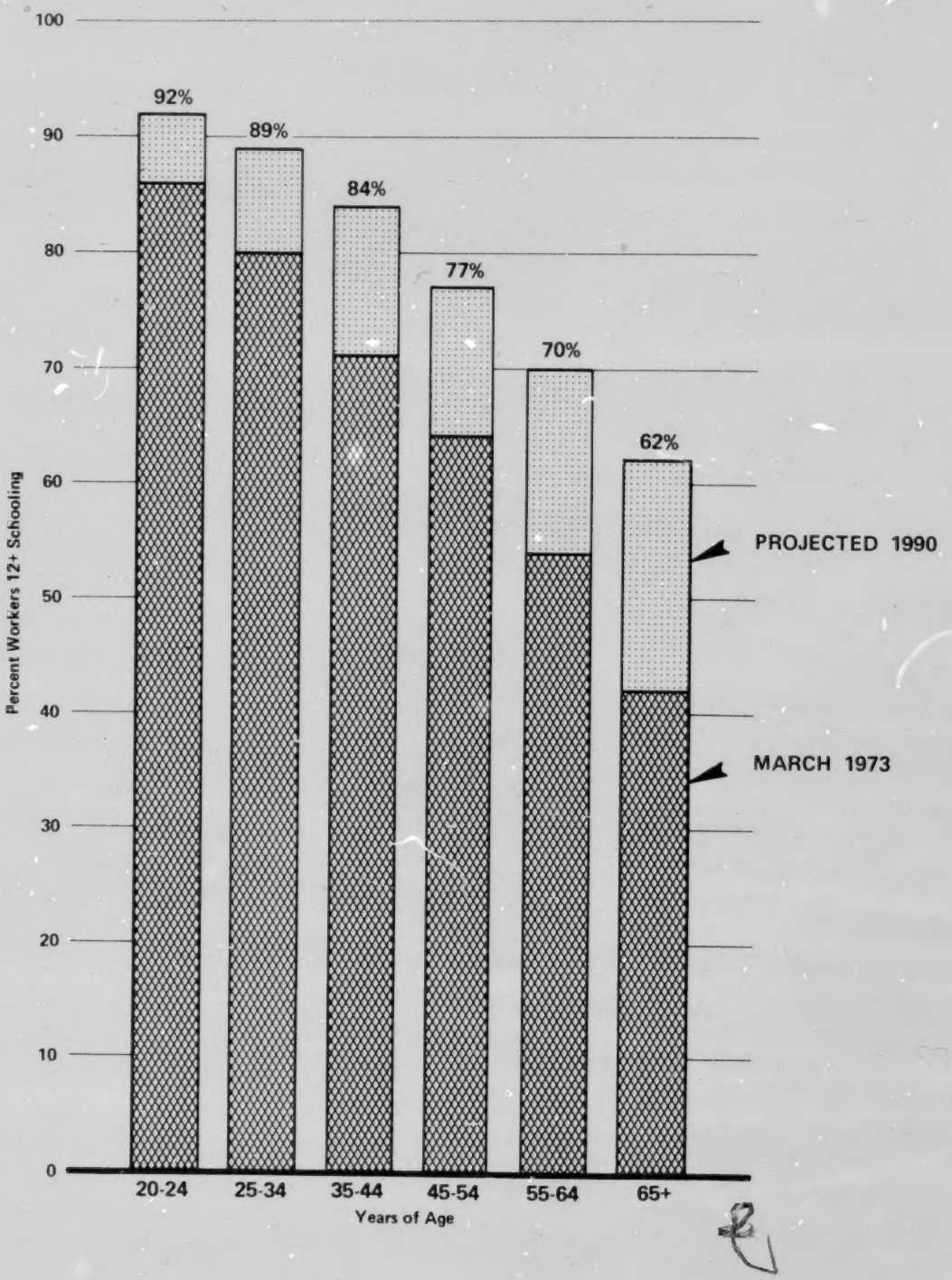
A substantial increase in the combination of working and going to school has taken place in the last 25 years. In 1973, six and one-third million persons 16 to 24 years of age (44 percent of that age group) were both enrolled in school *and* in the labor force. Even among teenage students, the worker rate was 41-1/2 percent, up about 10 percentage points in ten years (*Employment of School Age Youth, October 1973.* U.S. Department of Labor: April 1974).

A special 1972 survey showed that one and a half million persons 35 years of age and over were enrolled in school. It found that 90 percent of the men, 62 percent of the women, 75 percent of the whites and 81 percent of the blacks among these enrollees were also in the labor force (*Monthly Labor Review: October.* U.S. Department of Labor: October 1973).

CHART ONE

Educational Attainment of Workers: Current and Projected

PERCENT OF WORKERS WITH 12 YEARS OR MORE OF SCHOOL



THE GENERATIONS LEFT BEHIND

Against this background of increased school attainment it is essential to note that the 1970 Census found a total of 54,330,000 persons of labor force age—16 years and over—with less than a high school education and not enrolled in school. The group consists of men and women, blacks and whites as well as the Spanish speaking, Indians and person of other races, and of all ages. The evidence is again overwhelming that on the economic front they are indeed left behind and that their prognosis is decidely negative as well in the absence of adult education policies and programs responsive to their needs. The evidence seems clear that their lot will worsen.

Some of the major characteristics of this group of more than 54 million Americans are portrayed in Chart Two.

When looked at in a little more depth, these characteristics underscore the following points.

Sex

The distribution of the group by sex and age is shown in Table 2.

Both sexes are pretty evenly matched, emphasizing the pervasiveness of the problem. The 53-47 ratio of females to males is actually concentrated in the 65 and over group and reflects the fact that women outlive men.

TABLE 2
High School Not Completed

	MALE	FEMALE
TOTAL	47%	53%
16–24	48	52
25–34	47	53
35–44	51	49
45–64	49	51
65 +	43	57

Age

The age pattern shows heavy concentration among older persons. Just about two out of every three are 45 and over, and those 65 and over account for more than one in four.

Grade Level

Considerable additional light is shed on the recent educational changes in the Table 3 summary of the grade level achieved.

CHART TWO

The Target Population of Adult Education

54-1/3 MILLION AMERICANS OF WORKING AGE WHO HAVE NOT COMPLETED HIGH SCHOOL AND ARE NOT ENROLLED IN SCHOOL

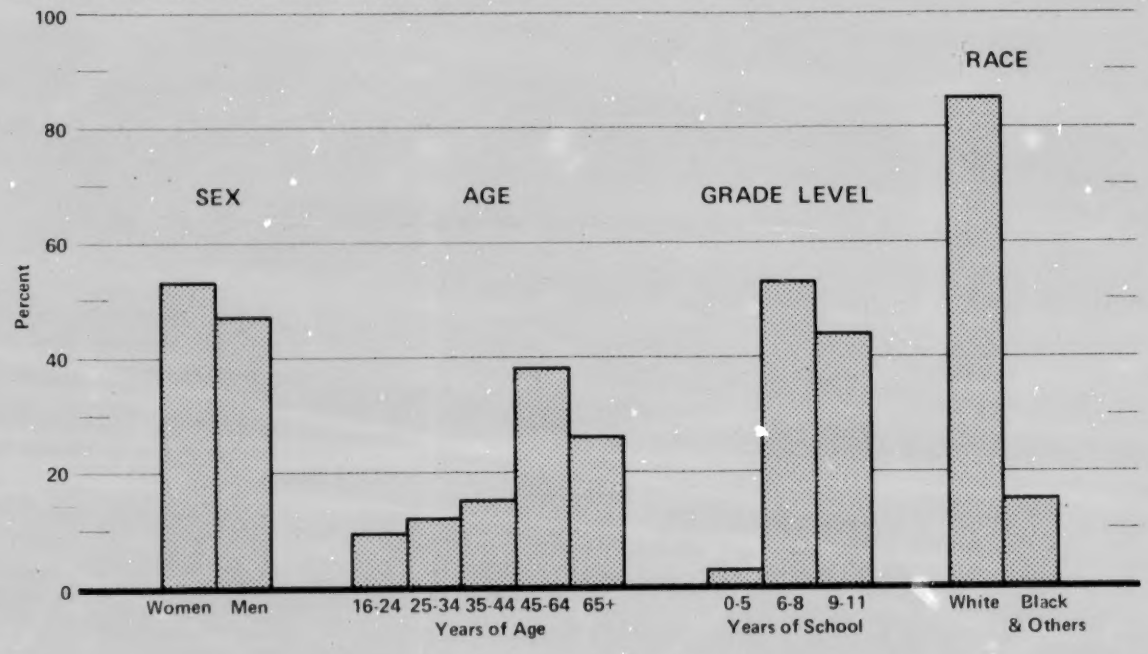


TABLE 3

Years of School Completed

AGE	TOTAL	0–5	6–8	9–11
TOTAL	**100%**	**3%**	**53%**	**44%**
16–24	100%	4	24	72
25–34	100%	3	31	66
35–44	100%	2	42	56
45–64	100%	2	56	42
65 +	100%	5	73	22

Confirmed in the first place, are the age differences in educational achievement. Overall, 56 per cent of the group have only a grade school education or less. Among the youngest of them (16–24), that proportion is cut in half; for the oldest of them (65+), it is closer to three-fourths. But note that among 16 to 24 year olds, more than one in four has not gone beyond grade school. Because of substantial upturn in educational achievement in this age group generally, these younger men and women are at a severe competitive disadvantage with their age peers. They are very much left behind especially when account is taken of the fact that they still have ahead of them more than forty years of working life.

Those in such a prime working age group as the 35 to 44, where as many as 44 percent have an elementary school education at the most, will face major changes in the society and job market. Just the changes in our industrial and occupational structure, which will be reviewed in the very next section, point up a wide range of problems this group will confront in the process of making a living.

What about those at the upper end of the age spectrum who score lowest on the educational front? For those in retirement, and from a labor force point of view, the factor of schooling may not be as important. However, this is a group which is increasing in numbers. They have more free time and are potentially prime targets for investment in adult education. The results, aside from the better life it could provide for the elderly, could have economic benefits by resulting in an increase in the demand for a variety of leisure-time activities to be met by our already service-oriented society.

The potentialities go beyond this, however, a recent survey found that almost 1 out of every 6 adults contributed some volunteer work in such fields as education, health and welfare, the equivalent to about 900,000 full time workers. Most of them were women, but the evidence was clear that the more years of school and the more leisure time a person had, the bigger was the chance that the individual would be doing this kind of volunteer work (*American Volunteer*. Manpower Administration: Monograph No. 10, 1969).

Race

The number of blacks without a high school diploma is higher than corresponding numbers in the general population. They account for 14 percent of the total group of persons 16 years of age and over who did not complete high school and were not enrolled in school, but were only 10 percent of the population at the time of the 1970 Decennial Census.

The proportion of blacks in the target population for adult education is much higher among the young than the old. Part of this is due to the differentially high birth rates and lower longevity among the blacks, which results in a higher proportion of young people among them than for the whites in the population as a whole. This factor combined with the lower educational level of blacks produces the Table 4 profile for those with less than 12 years of school.

TABLE 4

Educational Level

AGE	WHITE	BLACK	INDIAN AND OTHER
TOTAL	**85%**	**14%**	**1%**
16–24	78	20	2
25–34	80	18	2
35–44	82	17	1
45–64	85	14	1
65 +	90	9	1

In the critical youngest labor force years, as many as one out of every five persons who has not completed high school and is not enrolled in school is black—and that ratio is not much lower for some of the adult ages. While averages of years of school completed among whites and blacks have converged in recent years, this has accentuated the white-black differentials among those who have been left behind. In 1970, eight percent of all the whites not enrolled in school and with less than a high school completion were 16 to 24 years of age. The corresponding ratio for blacks for that age group was one and a half times as large.

In its Chapter on "Changing Patterns of Occupational Opportunity" the *1974 Manpower Report of the President* noted that "The educational trend is of particular importance for two reasons: First, because the upswing in average levels of schooling is common to all age/sex and social groups in the labor force; and, second, because a solid level of educational achievement not only helps to establish a worker's employability and promotability in many labor markets but also tends to exert a strong positive influence on individual aspirations and expectations".

The next unit will relate the information provided thus far to the experience of individuals in the world of work.

UNIT II
Going to Work

UNIT SUMMARY

People with below the norm education can experience severe limitations on their ability to perform as citizens, on their ability to realize their full potential as individuals, on their ability to take advantage of leisure time activities.

They also experience severe limitations on their ability to serve as economically active members of the work force.

On every major facet of labor market activity they lag far behind.

To begin with, the rate at which they participate in the labor force is significantly below the rest of the population. When they do join the job market, their unemployment rates are much higher. When they do find employment, they do not hold as many full time jobs. Moreover, the jobs they do hold are concentrated disproportionately at the lower rungs of the occupational ladder.

There is a difference of as much as 20 percentage points in the worker rates between an elementary school graduate and a high school graduate.

Among women, where the big growth in the labor market has occurred in the last 25 years, those with below-the-norm schooling have lagged far behind. Among married women, there is again a full 20 percentage point difference in worker rate separating those with eight years of school from the high school graduate.

Unemployment rates among high school graduates are as much as half that of those with less than 12 years of school.

On top of all this, as many as 3-1/2 million in the group the census found not enrolled in school and without a high school completion were receiving public assistance. Particularly high rates of public assistance recipients were found among the older people and among blacks.

Many of those who have not been part of the educational mainstream, cluster in the less skilled occupations. The past quarter of a century has seen huge increases in white collar jobs and the service side of our economy. Within the past few years, clerical workers have emerged as the number one occupation in the United States. Substantial increases also have occurred among the other white collar categories—professionals, managerial and administrative workers, and sales personnel. Skilled craftsmen have held their own share of jobs, but significant declines have taken place among semiskilled and unskilled workers.

It is in the expanding job fields that the educational and training requirements are higher, and going up. A high school diploma is expected of secretaries, stenographers, carpenters, mechanics, and sales clerks. Projections to 1980 and later show that these trends will continue.

In the world of work, therefore, major proportions of the adult education target group have been left behind and will fall further back without special education and training.

THE WHITE COLLAR ECONOMY

For well over a century, the major thrust in the American economy in general and in the employment of its workers in particular has been in the direction of industrial development, highlighted by the emergence of the mass producing factory, the relative decline in farm jobs and the urbanization of the population. The single biggest industrial group in the nation has for a long time been the manufacturing sector of the economy. The jobs it offered dominated the occupational structure in this country.

Thus, the "operative"—the semiskilled worker—typified in good part by the assembly line worker, turned out to be the single biggest group among the major occupational categories as far back as 1940. At that time, the semiskilled accounted for more workers than the entire agricultural economy. Their employment was two and a half times as big as all the professional and technical workers in the country. In fact, they outnumbered by a considerable margin all those professional and technical workers plus all clerical personnel. Throughout the post-World War II period, they continued to account for just a little less than one out of every five employed persons in the U.S.A.

During all of this time, however, some very important changes were being made in occupational profiles:

- The growing demand for research and development, for scientific and technical exploration, for educational, health and leisure time services, the administration of urban renewal, revival of mass transportation, and ecological development all created a burgeoning demand for professional and skilled white collar personnel.
- The growing complexity of enterprises at all levels, both in the profit and non-profit sectors, was generating need for more managers and administrators.
- Growing populations, and perhaps more importantly, the movement of people from rural to urban areas, from central cities to suburbs, development of new products and services, business expansion generally all called for increasing numbers of sales personnel.
- And throughout the economy, the continuous avalanche of paper and record keeping, new developments in computer operations and data processing, required a growing number of secretaries, stenographers, and typists and clerical personnel.

For those who had been following the occupational employment scorecard, it seemed almost inevitable that it would happen—and it did indeed in 1971: First place in the occupational standings was taken over from the semiskilled workers by clerical personnel. For the first time in American history a white collar occupation led all the rest and it still does to this time.

The white collar group as a whole, including professional, managerial, sales and clerical, first exceeded the blue collar group as a whole (skilled craftsmen, semiskilled operators and unskilled laborers) in numbers employed in 1956, a milestone in American occupational history, and it has not even been a race since then.

The Table 5 summary gives some historical as well as recent perspective.

The table shows clerical personnel were a shade above the semi-skilled workers as a proportion of the employed labor force. Current information indicates that the gap is widening between the two groups. By April, 1974, for example, the number of clerical employees exceeded operative workers by more than one million, five times the difference between the two a year previous.

Other permutations and combinations of numbers performed on the basis of Table 5 point to the strong upward trend in the white collar group. For example, professional and technical personnel and their clerical counterparts now account for just about one out of every three workers in the U.S.A.

TABLE 5

Occupational Distribution

MAJOR OCCUPATIONAL GROUP	1900	1950	1960	1973
TOTAL	**100.0%**	**100.0%**	**100.0%**	**100.0%**
White Collar	**17.6**	**36.6**	**43.4**	**47.8**
Professional, technical	4.3	8.6	11.4	14.0
Managerial, administrative	5.8	8.7	10.7	10.2
Sales	3.0	12.3	6.4	6.4
Clerical	5.0	7.0	14.8	17.2
Blue Collar	**35.8**	**41.1**	**36.6**	**35.4**
Craft	10.5	14.1	13.0	13.4
Operative	12.8	20.4	18.2	16.9
Laborer	12.5	6.6	5.4	5.1
Service	**9.0**	**10.5**	**12.2**	**13.2**
Farm	**37.5**	**11.8**	**7.9**	**3.6**

Source: *Occupational Trends in the U.S., 1900 to 1950.* Bureau of Census, 1960 PC(1) 1C and *Manpower Report of the President, 1974,* pp. 267-69.

But note that an analysis of the other occupational groups underscores a fundamental point being made in this section: changes in the occupational distribution in this country are increasing the skill demands and, in turn, the educational demands being made of the entire American labor force.

Blue collar workers are a case in point. The unskilled, which include such groups as construction laborers, freight and materials handlers, garbage collectors, stock handlers, car washers and the like, are now a small and diminishing proportion of the group. The semiskilled, which include such workers as assemblers, checkers, dyers, miners, riveters, sewers and stitchers, stationary firemen, welders and various machine operators, are also showing a downturn. Those with skilled crafts, however, are holding their own. These include carpenters, electricians, foremen, inspectors, machinists, tool and die makers, plumbers, sheet metal workers and the like.

The same is true for other groups for which the table does not show details. In the service category, for example, the trend is up; but within that group are such categories as private household workers, where the numbers are going down. The increases are coming in areas ranging from health service workers (health aides, practical nurses, etc.) to protective service workers, such as firefighters and police. Here again, the educational requirements are rising.

Some facts are in order at this point about the occupational distribution of Negroes and other minority groups. Nonwhites still have a good way to go before they approximate the job classifications held by their white counterparts, but there has been a significant

amount of upward movement on the occupational scale on their part, too. In the past decade and a half, their proportion in the white collar group has more than doubled to 31 percent. The rise has been particularly strong in the professional occupations, which now account for twice the proportion of nonwhite workers than they did a decade and a half ago, and in the clerical fields, which now account for about two and a half times the percent of employed nonwhites over the figure of 15 years ago. Substantial numbers, also, have left unskilled farm and laboring jobs and private household work, although they are still lodged in disproportionate numbers in lower paying service sectors. This reflects lack of training and education.

As is true in so many of these features of the American economy, what is past may very well be prologue. Official government projections indicate a continuation of all of these trends through the middle of the next decade. Chart Three shows what the expectations are for 1985 and they emphasize again substantial upturns in store for the white collar groups, much lower expansion projected for the less skilled categories and apparently declines of large proportions continuing in the farm and private household sectors.

Under these conditions, the occupational distribution for the U.S.A. will look as shown in Table 6.

TABLE 6

Projected Occupational Distribution

MAJOR OCCUPATIONAL GROUP	1980	1985
TOTAL	**100.0%**	**100.0%**
White Collar	**51.5**	**52.9**
Professional, technical	15.7	16.8
Managerial, administrative	10.5	10.3
Sales	6.6	6.4
Clerical	18.7	19.4
Blue Collar	**33.1**	**32.3**
Craft	12.8	12.8
Operative	15.6	15.1
Laborer	4.7	4.4
Service	**13.3**	**13.2**
Farm	**2.1**	**1.6**

Source: *The U.S. Economy in 1985*. December, 1973. Monthly Labor Review, U.S. Department of Labor.

If events go as scheduled by the prognostications, the white collar group will not only account for the biggest single category, it will, for the first time, comprise a *majority* of all American workers in just a few years.

THE OCCUPATIONAL-EDUCATIONAL CONNECTION

The years of schooling for all occupations have gone up as society offered more free schooling and as more work tasks began to require new skills. This is shown in Table 7.

TABLE 7

Occupational Schooling Medians

MAJOR OCCUPATIONAL GROUP	MEDIAN YEARS OF SCHOOL COMPLETED 1952	1962	1973
TOTAL	**10.9**	**12.1**	**12.5**
Professional, technical	16.0	16.2	16.4
Managerial, administrative	12.2	12.5	12.9
Sales	12.3	12.5	12.7
Clerical	12.5	12.5	12.6
Crafts	10.1	11.2	12.2
Operative	9.1	10.1	11.8
Laborer	8.3	8.9	11.4
Service	8.8	10.2	12.0
Farm	8.3	8.7	10.7
Unskilled Service	8.1	8.7	10.3

Source: *Manpower Report of the President, 1974*. U.S. Department of Labor. Table B-IV, p. 303.

As the first years of the 1970s went by, not only did all white collar groups average at least 12 years of school, they were joined at this level by skilled crafts workers and service personnel. Both operative workers and laborers are already within striking distance of that figure after posting significant increases during the past two decades. Chart Four portrays the significant proportions with 12 or more years of school in these major categories.

Averages often mask some important information and it should be noted that an examination of the more detailed occupational data shows that the kinds of jobs held by those without a high school diploma are becoming much more restricted. Twelve years of school prevails as the median now, not only among professional and managerial personnel, but also among retail sales personnel, bookkeepers, office machine operators, stenographers, secretaries and typists, carpenters, machinists, mechanics, repairmen, health service, personal service and protective service personnel such as firefighters and police, and others.

The juxtaposition of education and manpower trends by occupation which has been made in this unit carries a very clear message. Where the action has been, and can be expected to be, is exactly in those job fields where a high school diploma is the norm. These are jobs where the educational prerequisites for

CHART THREE

The Outlook for Major Occupational Groups

PROJECTED PERCENT INCREASE IN EMPLOYMENT / 1972-1985

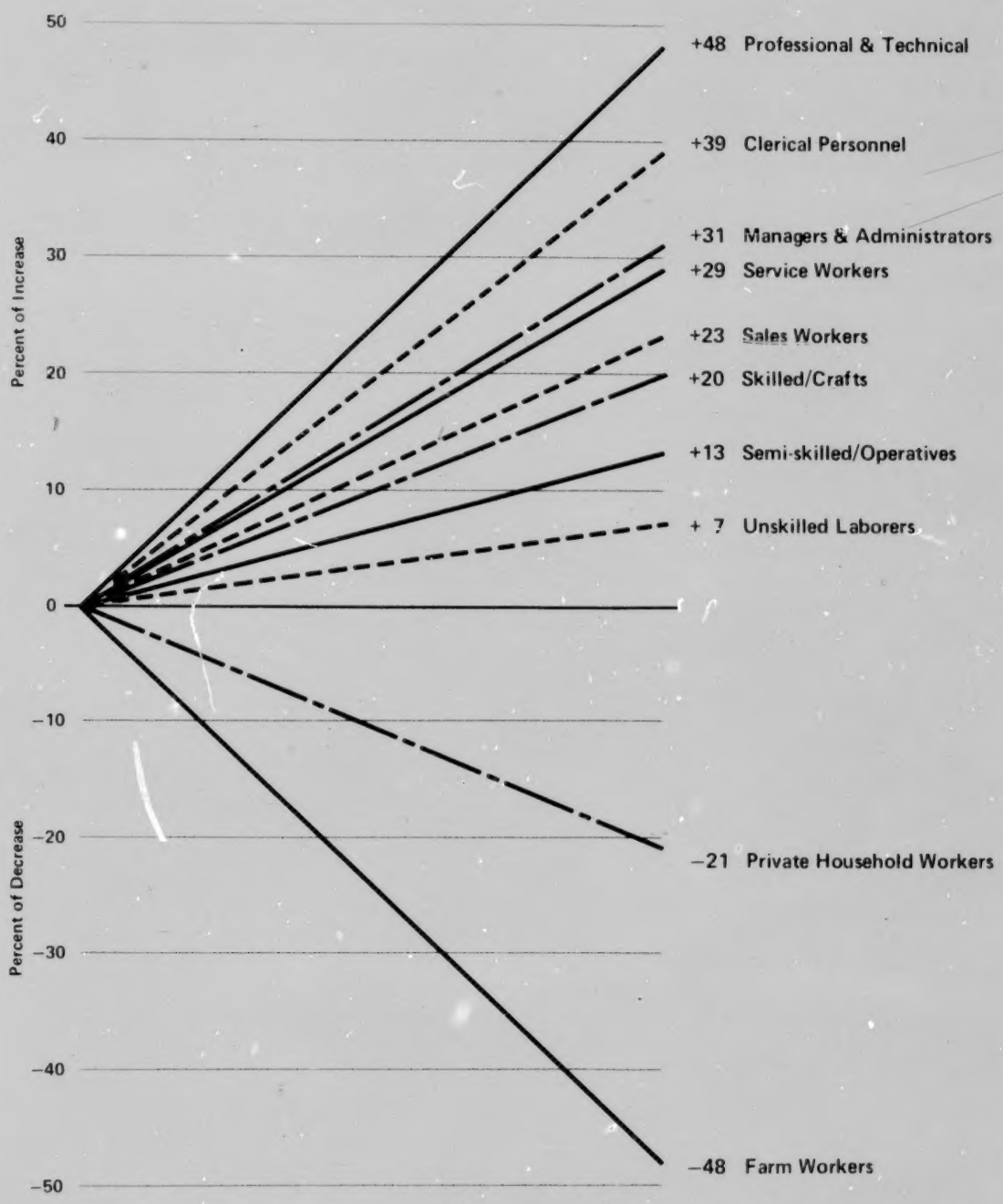
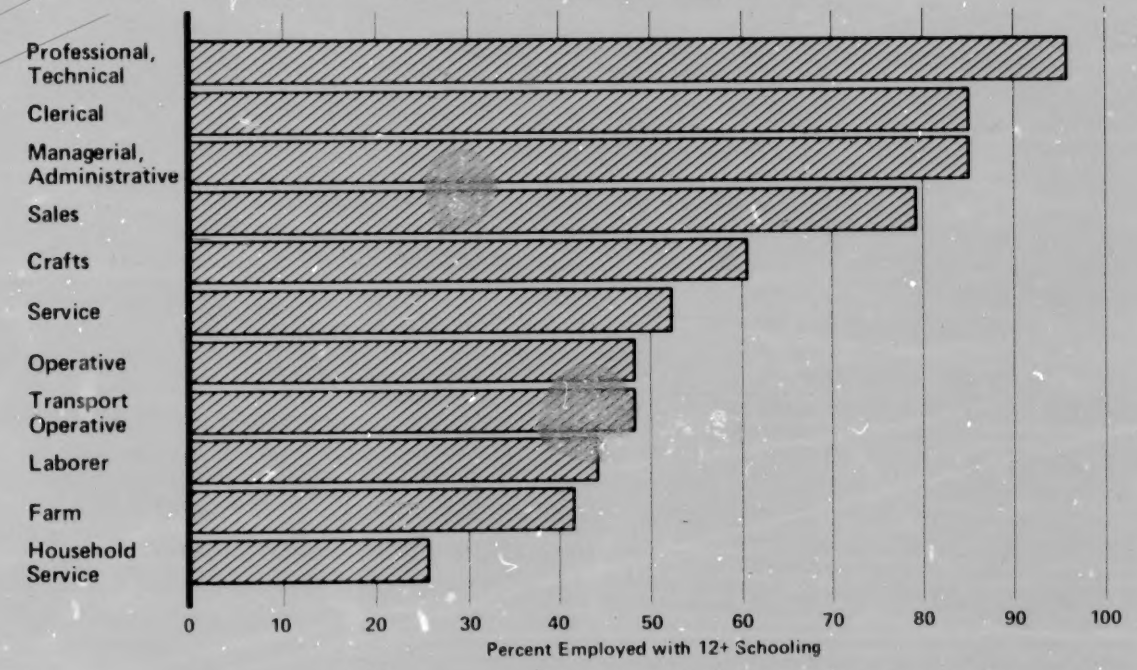


CHART FOUR

The Education of the American Labor Force

PERCENT OF EMPLOYED WITH 12 YEARS OF SCHOOL OR MORE / MARCH 1973



employment have been increasing and have been met by increasing numbers of American workers. The implication for those left behind in the educational arena also is equally clear.

THE INDUSTRIAL ENVIRONMENT

In 1947, the industrial balance sheet in the U.S.A. looked as shown in Table 8.

Although the data goes back to only 1947, less than a quarter of a century ago, they seem to carry us into another era. In 1947, manufacturing loomed above all other employers and agriculture accounted for almost one out of every six workers. Together with construction and mining, the goods-producing sector of the American economy accounted for a majority of all workers.

But even then, significant gains in technology were enabling us to produce the cornucopia of goods

TABLE 8

Employment Distribution of 1947

INDUSTRY	EMPLOYED (000)	PERCENT OF ALL EMPLOYED	INDUSTRY	EMPLOYED (000)	PERCENT OF ALL EMPLOYED
GOODS-PRODUCING			SERVICE-PRODUCING		
Mining	955	2	Transportation and Public Utilities	4,166	8
Construction	1,982	4	Trade	8,955	17
Manufacturing	15,545	30	Finance, Insurance and Real Estate	1,754	3
Agriculture	7,891	15	Service	5,050	10
			Government	5,474	11
TOTAL GOODS-PRODUCING	26,373	51	TOTAL SERVICE-PRODUCING	25,399	49

Source: *Industrial Distribution of Employed*: U.S. Department of Labor.

we consumed with relatively fewer workers while the demand for services, both public and private, acted to raise the employment levels in those sectors supplying them. By as early as 1950, the service-producing industries moved into majority position and by 1973, the industrial balance sheet looked as Table 9 shows.

Manufacturing is still number one as befits a prime industrial nation, but trade now accounts for more than one out of every five workers and is coming close to the factory sector figure. Less than five percent of all workers are in agriculture, producing all the food, feed, fibre consumed both here and abroad. Huge increases have occurred in government employment, particularly at the state and local level, and in a multitude of services involving health, welfare, education and leisure time activities. On balance, we have evolved to the point where two out of every three workers produce some service—buying and selling, transporting, financing, teaching, nursing and the like—while the remaining one-third produce all the tangible goods—the tons of coal, the bushels of wheat, the homes, bridges and highways, the ingots of steel, and suits of clothes—that are consumed.

An occupation describes the kind of work an individual does. An industry describes where that work is done. An M.D. can work as a research scientist in a government institute, head an occupational safety program in a manufacturing establishment, or engage in the private practice of medicine. A secretary can work in a university department, minister to the needs of a chief executive officer of a factory, or operate in the office of an elected public official. A plumber can be an independent contractor, work on the construction of a huge office building, or be in the employ of a department store taking care of its day-to-day installation and repair needs.

Each industry, however, provides a different kind of social and economic setting and can differ quite markedly in its wage and salary practices, in its working conditions and the like. Each also employs, because of the differences in its products, differing proportions of occupational specialties. Thus, an industry such as finance, insurance and real estate has a work force of which more than 90 percent are white collar workers. In contrast, the construction industry's labor force is made up of only about 20 percent in the white collar group.

It turns out, therefore, that:

- The service-producing industries employ the biggest proportions of white collar workers.
- These same service-producing industries have been and are expanding their employment the most and are expected to do so in the future. Two of the four major goods-producing industries are actually expected to decline in employment (agriculture and mining); and, in the forefront of employment advances by 1985, are such sectors as government, service and finance (*Manpower Report of the President, 1974*. U.S. Department of Labor. Table E10, p. 335).
- We thus get a one-two punch: On both the industrial and occupational sides, the growth area is for those workers where educational prerequisites for employment are highest.
- All of which underscores again the importance of special programs for those who have not been able so far to move up the educational and training ladder. The urgency of this matter is underscored by the fact that even in the goods-producing sectors, those engaged in white collar and service work are on the increase. Thus, in manufacturing, the prime example in the goods-producing area, more than one

TABLE 9

Employment Distribution of 1973

INDUSTRY	EMPLOYED (000)	PERCENT OF ALL EMPLOYED	INDUSTRY	EMPLOYED (000)	PERCENT OF ALL EMPLOYED
GOODS-PRODUCING			SERVICE-PRODUCING		
Mining	625	1	Transportation and Public Utilities	4,611	6
Construction	3,645	5	Trade	16,288	21
Manufacturing	19,820	25	Finance, Insurance and Real Estate	4,053	5
Agriculture	3,452	35	Service	12,866	16
			Government	13,657	17
TOTAL GOODS-PRODUCING	27,542	35	TOTAL SERVICE-PRODUCING	51,475	65

Source: *Industrial Distribution of Employed*. U.S. Department of Labor.

out of every four on the payroll are "nonproduction workers," i.e., not on the production line, but working in managerial, administrative, professional, clerical and service activities.

- This need is underscored again by the fact that, as was true in the occupational case, the work force has responded to these trends industrially by an increase in the years of school completed, again leaving those below the norm at a severe competitive disadvantage. By 1973, the only industry division among white men where the median years of school completed was less than 12 was in agriculture (where it was 11.1); white women in every one of the major industry divisions average more than 12 years of school. Among Negroes and other minority groups, only in agriculture and construction among the men and in none among the women, was the median years of school completed less than 12.

EMPLOYMENT AND UNEMPLOYMENT

The rapid increase in educational and training requirements reflected in this country's occupational and industrial trends and the accompanying diffusion of higher educational attainment among the population also has brought about another important phenomenon.

The higher the years of school completed, the higher is the rate of labor market participation among all population groups. The obverse of this condition is also important. Lower levels of school completion act as a barrier to participation in the work force. The developments reviewed so far indicate that high entry levels are likely to get even higher.

The persistent correlation between education and labor market participation is shown in the Table 10 summary for all persons 16 years of age and over as of March, 1973, the latest data available (*Special Labor Force Report No. 161*. U.S. Department of Labor and *Manpower Report of the President, 1974*. U.S. Department of Labor. pp. A−9, 10, 12, 14, 18, 19). In general, succeedingly higher levels of years of school completed are accompanied by succeedingly higher rates of labor force involvement. The spread is enormous. The labor market rate for those with the most school—5 years of college—is almost quadruple that of the group with no school years completed. A difference of more than twenty percentage points exists between the elementary school and high school graduate. The only exception to this correlation is found among those who go on to college but do not graduate. Their labor market participation rates are lower than both high school and college graduates. The same phenomenon is also found among some groups who enter high school but do not finish. Their worker rate is also often lower than either the elementary school or high school graduate.

TABLE 10

Percent of Population 16 Years and Over in Labor Force/1973

YEARS OF SCHOOL COMPLETED	TOTAL	MALE	FEMALE	WHITE	NON-WHITE
TOTAL	**60%**	**78%**	**44%**	**60%**	**60%**
0	22	35	8	22	22
1–4	36	51	20	35	37
5–7	42	62	24	41	50
8	44	62	27	43	52
9–11	54	71	39	54	54
12	67	89	51	64	72
13–15	66	81	50	66	69
16	75	90	58	74	80
17+	84	91	69	84	84

As Table 10 indicates, the same pattern holds for both men and women, for both whites and nonwhites. Women have, in the post World War II years, joined the labor force in rising numbers, particularly in the white collar occupations and service-producing industries. They have added significantly to the worker resources in the country as well as to national income and, of course, to their personal and family incomes. This has again been intimately related to school attainment. For example, among single women who can be expected to be in the job market in considerable numbers, the lack of schooling can be a strong barrier to employment. Single women 35−54 years of age who have less than an elementary school education show a worker rate near 35 percent. That figure jumps 50 percentage points among single women of the same age group who have a high school diploma and it moves well over the 90 percent mark for those with a baccalaureate.

Even among married women, where worker rates are generally lower, schooling makes a big difference. Labor market participation stands at 28 percent for those with a grade school education, moves up almost 20 percentage points higher for the high school graduates among them and another 10 percentage points above that for the college graduates.

Finally, school attainment is a major factor affecting worker rates among various age groups. Two examples make the point. Among men 35 to 44 years, just about every one works who can. They have the highest worker rate of any age group as indicated by the figure of 96 percent. Yet, the worker rate for men in this category who had less than 5 years of school was only 84 percent in contrast to 97 percent for the

high school graduate and 99 percent for the college graduate.

Where schooling really becomes an even more selective barrier is in the older age groups. In discussing the target population for adult education in the previous section, it was noted there was still considerable room for programs at the upper end of the age scale even though many persons may already be in retirement. It is, therefore, interesting to note that among persons 65 years of age and over, worker rates were as Table 11 indicates.

TABLE 11

Worker Rates

YEARS OF SCHOOLING	PERCENT IN LABOR FORCE Persons 65 years and over	
	MEN	WOMEN
Less than 5 years	15%	6%
5–7	19%	6%
8	19%	7%
9–11	26%	9%
12	28%	11%
13–15	30%	11%
16	37%	13%
17 +	48%	24%

Even in a group where people already have attained what is considered retirement age, almost half of the men with advanced education are still in the labor force, more than triple the proportion at the other end of the educational spectrum. Among women, about one of every four with advanced schooling is still in the labor force, quadruple the corresponding ratio for those with less than 5 years of school. High school graduates among both men and women 65 years of age and over are still active in the work force in significant proportions, well above what prevails for those with no more than an elementary school education.

The compelling impact of schooling on the various patterns of work activity goes beyond labor market participation. For those who do join the labor force and find employment, significantly larger proportions of high school graduates hold full-time rather than part-time jobs than do those with less than 12 years of school. On top of this, unemployment rates are also significantly higher among those without a high school diploma. For both men and women and for all age groups, the unemployment rate is lower than average among high school graduates and for most categories their rate is as much as half that of those with less than 12 years of school.

On the four scores of going to work—participating in the labor force in the first place, finding employment as a member of the work force in the second place, holding that job on a full-time basis in the third place, and reaching those rungs of the occupational and industrial ladder where the current and future career outlook is best in the fourth place—school attainment plays a critical determining role. The expectations are that it will be even more important in the immediate years ahead.

THE GENERATIONS LEFT BEHIND

In this context, a population of more than 54 million of working age with less than 12 years of school, more than half of whom have eight years of school at most, presents an urgent educational problem.

Some of the economic characteristics of this group give telling evidence. For example, Chart Five illustrates the substantial effect years of school completed has on participation in the work force.

Almost without exception, even within this group with less than 12 years of school, the higher the grade completed the higher is the rate of labor force participation among each of the age groups, among both men and women. The barrier to participation as an economically active member of the society, which lower levels of schooling poses, is a very difficult one to pass in the world of work in this country.

All of which also says that when compared to those who do have the high school diploma, those with less than that level of schooling are really faced with acute disadvantages. Table 12 contrasts the worker rates of both groups, age for age, for men and women, and for whites and blacks. Without exception, labor force participation is lower among those with less than 12 years of school. Some of the highlights from Table 12 are:

White men: There was, in 1970, as much as an eleven percentage point difference in this group between the worker rates of those who did not complete high school and the total group as a whole. In each of the age cohorts among those 25 to 64 years, the worker rate is at least 90 percent for the group as a whole; only one (35 to 44) has that high a rate of labor force participation among those who have not completed high school.

Black men: The same general pattern holds among the blacks as well. The young men here are at a particular disadvantage if they have not finished high school; their worker rate is about ten percent lower than that of their age peers generally. None of the central adult age groups has as much as a 90 percent labor force rate.

White women: As we will see later on, the sharp increase in labor force activity among

CHART FIVE

Education and Work

PERCENT IN THE LABOR FORCE AMONG THOSE WITH LESS THAN A HIGH SCHOOL COMPLETION AND NOT ENROLLED IN SCHOOL / 1970

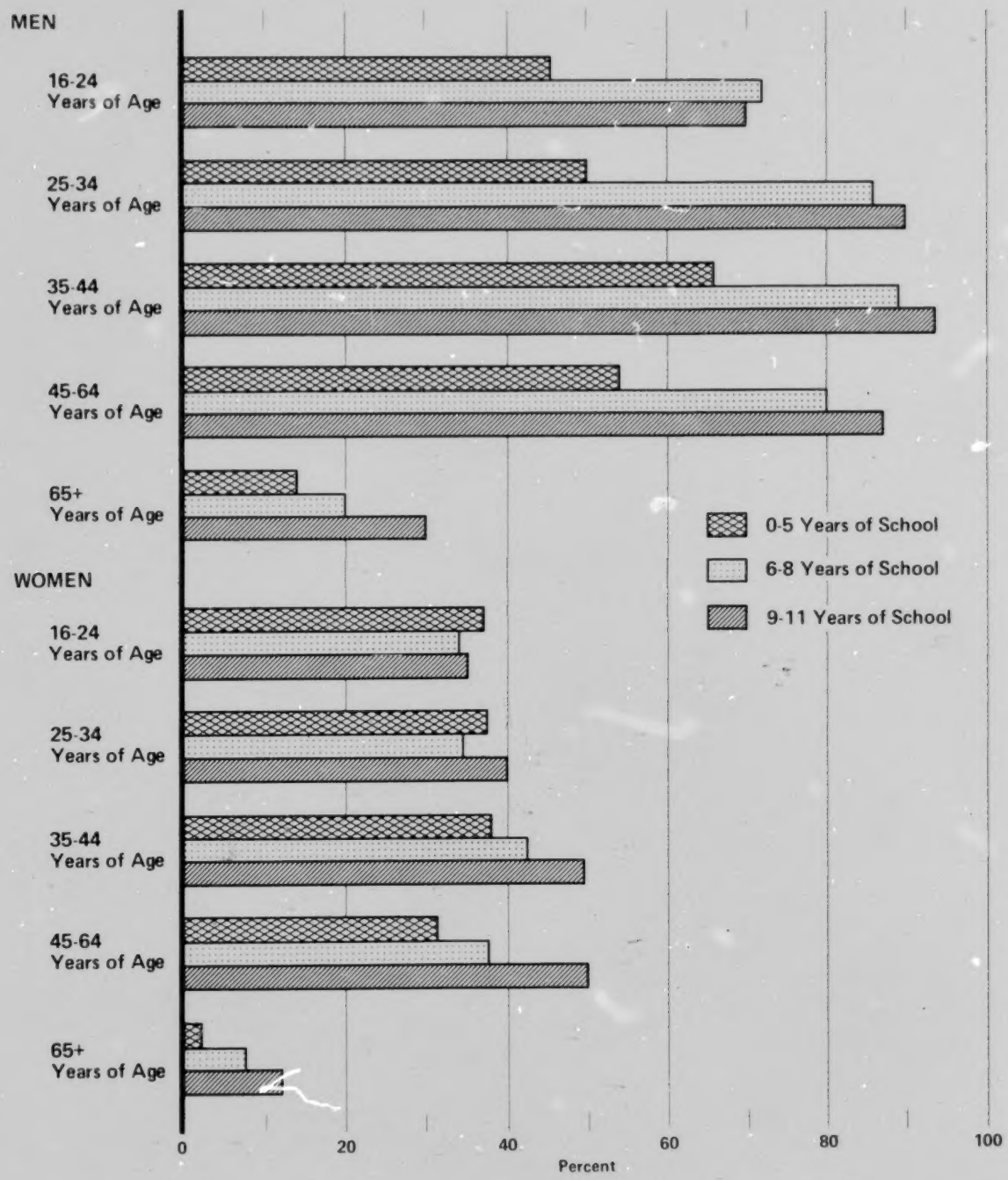


TABLE 12

Labor Market Participation Rates in 1970

AGE	ALL PERSONS 16 YEARS OF AGE AND OVER				PERSONS 16 YEARS OF AGE AND OVER NOT ENROLLED IN SCHOOL AND WITH LESS THAN HIGH SCHOOL COMPLETION			
	WHITE		BLACK		WHITE		BLACK	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
TOTAL	**80%**	**43%**	**77%**	**50%**	**69%**	**30%**	**68%**	**42%**
16–24	73	55	71	50	72	35	64	37
25–34	97	43	94	58	89	36	81	50
35–44	97	50	93	60	92	45	86	52
45–64	91	48	86	56	83	39	75	50
65+	27	10	27	12	21	8	22	11

women of all groups, single and married, young and older, with and without children, has been one of the features of the post World War II economic scene. However, those with less than a high school completion have not been able to participate in this movement at anywhere near the rate which those with more schooling have been able to achieve. Thus, as Table 12 indicates, among the youngest group, a 20 percentage point difference separates those without a completion of high school in their labor force rates from their group as a whole.

Black women: Here again the same pattern prevails, although black women in most age groups have substantially higher worker rates than white women. Overall, labor market participation is about a fifth lower among those with less than 12 years of school than those in the total population 16 years and over. The difference is particularly noteworthy, not only in the youngest age group, but also in the prime working age 35 to 44 where labor force rates are very high for black women generally (60%) and only a little over 50 percent for those with less than 12 years of school.

The target population for adult education also includes almost a quarter of a million Indians, and their labor force rates are generally so low as to be off the chart completely. Among Indian men in the 16 to 24 year age group, for example, an extraordinary 50 percentage point difference separates their worker rates from that of their white counterparts who also have less than 12 years of school completed; the difference is as high as 40 percentage points between their worker rate and that of blacks in the same age and schooling category. Even in such a central working age group as 35 to 44, the labor market participation rates for Indian males with less than 12 years of school is 63 percent, compared with 93 percent for the whites and 86 percent for the blacks of the same age and similar schooling.

The inability to participate as an economically active member of the work force and the higher unemployment experienced by those who do make it into the labor force has resulted in another major phenomenon among those with less than a high school completion and not enrolled in school: dependence. This is demonstrated by their high rates on public assistance. In 1970, more than 3-1/3 million of this group were public assistance recipients. Appearance on the public welfare rolls can be generated by a wide variety of causes; but, here again across the board, for men and women and for blacks and whites and for all age groups, a prime common denominator turns out to be the level of schooling attained.

The Table 13 summary shows proportions on public assistance and is indicative.

TABLE 13

Public Assistance Rates

AGE	YEARS OF COMPLETED		
	% on public assistance		
	0–5	6–8	9–11
TOTAL	**15%**	**7%**	**4%**
16–24	6	6	4
25–34	9	6	6
35–44	12	5	4
45–64	12	3	4
65+	21	11	8

Overall, the proportion of persons with five grades of school or less on public assistance was more than double that among those with six to eight years of school and almost quadruple that among those with nine to eleven years of school. Public assistance rates were particularly high among the older groups, but even in some of the central adult categories as many as 1 out of every 8 persons with less than six years of school were on welfare.

Additional data on the target population show that among them were a little over 1 million blacks who were receiving public assistance in 1970. This

meant that 13 percent of the blacks were on the public assistance rolls in contrast to 5 percent of the whites.

Women have higher rates of public assistance than men generally in this country, but even here the rate among black women was very high: 18 percent or almost one in five black women 16 years of age and over not enrolled in school and with less than a high school completion were receiving public assistance. The comparable rate for white women was 7 percent.

In a series of legislative enactments culminating in the 1971 amendments to the Social Security Act, various manpower and allied programs for welfare recipients have been mandated by the Congress. During fiscal year 1973, about 137,000 people filled job openings under the WIN (work incentive) program in operation under this legislation, of whom one-half were continuously employed for 90 days and of whom one-half, in turn, left welfare. While the numbers involved were small, the program and some of the research findings generated by studies carried out by federal agencies in this field showed that it is possible to reduce dependence by training and education. Also demonstrated was the fact that there is a substantial desire for employment on the part of welfare recipients. In 1970, among the target population which has been described in this report, almost half a million public assistance recipients were also in the labor force . This jibes with other findings and, as the *1974 Manpower Report of the President* says: " . . . contrary to popular opinion, low-wage workers spend much time in employment. Additonal studies show that the rate of mobility between welfare and work is high, and a sizable proportion of recipients occupy both statuses simultaneously" (*Manpower Report of the President, 1974*. U.S. Department of Labor. p.139).

Two other facets of job and training programs for welfare recipients are particularly relevant to this section. The first is the fact that greater success in special employment programs attend those who do have at least 12 years of school. They are more easily placed and easier to keep on the job, not only under WIN, but in such other programs as PEP (Public Employment Program), where 14 percent of the participants from August, 1971, to June, 1973, were former welfare recipients—but nearly three-fifths of whom were high school graduates (*Manpower Report of the President, 1974*. U.S. Department of Labor. p. 154). This is in keeping with the experience of most manpower programs during the past decade.

The second is the considerable distance we still have to go in coordination among manpower programs, among educational programs and between manpower and education programs in this country. For those of working age not enrolled in school and with less than 12 years of school in general, for those within that group who are outside the labor force and for those receiving public assistance in particular, there would seem to be significant and substantial dividends in improved and effective cooperative, related programs, including adult education at all levels—local, state and federal.

UNIT III
Going Places

UNIT SUMMARY

Americans have been on the move for more than three centuries, pushing into new frontiers and crossing and criss-crossing the continent.

In the past four years since we took the last census, an estimated 85 million people changed their address. Since many of them made more than one change during that time, the total number of moves was well beyond the 100 million mark, with significant numbers and proportions crossing county and state lines.

Even here the occupational-education connection is a strong one, because it turns out that the highest rates of mobility and migration are experienced by those with the highest educational attainment and by those in the top levels of the occupational hierarchy.

The majority of these moves are job related as people migrate to find a job, a new job, a better job. And for good reason, because the very geography of employment opportunity changes too. The ebb and flow of economic opportunity continuously alters the job map and in the recent past these moves have been so large that just three states, California, Texas and Florida, alone now account for almost one out of every five jobs (18%). More recently, the region with the biggest employment rise has been the South, which has reversed its traditional position as an area of out migration to one where the number of people moving in exceeds those moving out. Major metropolition areas are seeing population and job growth even beyond their suburban rings and now account for 7 out of every 10 in out total population.

Those who are most adaptable and flexible, most able to take advantage of the changing geography of economic opportunity are those with a high school education or more. Among the young people 16 to 24 years of age where mobility is generally high, for example, the migration rate is 36 percent for professional personnel, only a third of that for the unskilled; it is 25 percent for managerial and administrative personnel, only a little over half of that for the semiskilled.

There is nothing in the offing which is expected to diminish the importance of the factor of geography in employment. In fact, recent trends show a significant increase in jobs and migration into the South and people will continue to respond to those changes through mobility and migration and here, too, education will make a difference.

MOVERS AND MIGRANTS

Between the last Census in 1970 and the year 1973, just about one out of every three persons three years of age and over moved. This meant that 62-1/4 million Americans changed their residence at least once during the three year period, testifying to the continued substantial amount of mobility that has characterized this country since its founding (*Mobility of the Population of the United States: March 1970 to March 1973*. U. S. Bureau of Census. Series P-20, No. 262 and *Manpower Report of the President, 1974*. U.S. Department of Labor. Chapter 3).

The 62-1/4 million figure is actually an underestimation of the amount of moves that were made during the three year period since many persons made more than one move in that span of time. In fact, more than two decades of annual surveys by the Census Bureau shows that the mobility rate in any given year is about 20 percent, i.e., about one out of every five persons changes residence *per year*. This would mean that the number of moves made between 1970 and 1973 totalled well over 100 million.

Moving can mean changing residence within a neighborhood or within a city or relocation thousands of miles away. Students of the subject therefore differentiate between "movers," who include everyone making some geographic changes and "migrants," whose moves take them at least to a different county, if not a different state. During the three year period under review (1970–73), about 25 million persons were classified as migrants, of whom a little over 12 million changed their state of residence.

Just as important as the number of movers and migrants is the direction of their geographic change. For a good part of this century, it became almost a cliche in the annals of migration to point out the exodus from the South, the movement out of many of the Midwestern (especially Plains) states, and the shift to the North and to the West. In more recent years, some of the increases in the North abated; and, by the time of the 1970 Census, some important reversals

had taken place. For example, for the first time this century, the South scored a significant immigration of population while states such as New York reversed their positions and became areas of outmigration.

For many decades the pattern of mobility has been from the rural to the urban areas. At the time of the first (1790) Census, 95 percent of the American population lived in rural areas. By 1920, a watershed was reached when, for the first time, a majority of the population lived in urban areas. Today about 7 out of every 10 persons are urban residents. What is more, a good part of the more recent population movement was in the direction of the metropolitan area, where about two out of every three people now live. There is some recent evidence that metropolitan area growth may be slowing down, but even here the reason appears to be a movement to urban developments around the fringes of the metropolitan areas. In fact, for some time now, there have been significant shifts from the central, inner cities to the suburban rings. Between 1970 and 1973 alone, central cities of metropolitan areas experienced a net *out*-migration of a little over 4 million persons three years of age and over, while their suburban counterparts had a net *in*-migration of a little over 3 million.

Movements of such large aggregates and of such decisive patterns have significant impacts on both the people and the geography involved. The reasons why people move are widely varied. Moves can be generated by family, health and other reasons, but all studies confirm that most of the mobility in the U.S.A. is job related—to get *a* job or to get a better job, whether it be in terms of improving wages, salaries, working conditions or a person's career outlook and development, in general. As a rule, therefore, internal migration is economically oriented and, as the *1974 Manpower Report of the President* points out in describing the migrant, "... within 5 years of his arrival, the newcomer is usually no longer a migrant, but rather a settled member of his adopted community, is usually earning more money, and is himself a member of the host population receiving new arrivals (unless he has decided to move once more). By and large, in other words, migration works—in the sense that it improves the situation of the greater number of those who undertake it." (*Manpower Report of the President, 1974*. U.S. Department of Labor. P. 70).

By the same token, there are also many consequences to the areas from which people move and to those to which they move. Migration rates, for example, are highest among the young adult workers of a population. Their exodus can have important manpower as well as other economic consequences for the places they leave. However, problems with the economic situation in an area may be the "push" to the migrant in the first place and can be at least as important as the "pull" of potentially better conditions in the area to which the move is being made. For the point of destination, the immigrant will be a manpower resource, but heavy streams of migration can result in the posing of problems, such as increasing needs and costs of housing, school, fire and police services and the like.

Migration has brought about a major transformation in the very geography of employment in the U.S.A. under the interacting impact of people and jobs on the move. Table 14 shows the shift in location of nonagricultural employment since the end of World War II.

TABLE 14

Geographic Shifts

REGION	1947	1960	1973
TOTAL	**100%**	**100%**	**100%**
New England	7	7	6
Middle Atlantic	25	22	19
East North Central	23	21	20
West North Central	8	8	8
South Atlantic	12	13	15
East South Central	5	5	6
West South Central	7	8	9
Mountain	3	3	4
Pacific	10	12	13

Source: *Employment and Earnings: State and Areas*. U.S. Department of Labor. 1974 Bulletin 1370-10.

Although the figures are in terms of broad regional aggregates which change slowly over time, the trends are unmistakable. For example, the Middle Atlantic states (New York, New Jersey and Pennsylvania), long the leader in the geographic standings, are now second to the East North Central industrial states of Ohio, Indiana, Illinois, Michigan and Wisconsin. Coming up strong are the South and the West. As an example of the dynamics of the geography of job growth is the fact that just three states—California, Texas and Florida—now account for 18 percent of all nonfarm employment in the U.S.A.

In addition to these interregional and interstate shifts, major relocation of job opportunities have taken place within states, from central cities to the suburbs. During the past decade, metropolitan areas experienced an increase in employment in the suburbs and an almost 5 percent decline in the central cities. Among women, there was a rise of about 10 percent in jobs in the central cities, but it contrasted with an upturn of almost 40 percent in the suburbs. We are now at the point where 60 percent of those who live in the

suburbs now work there. Not surprisingly, a heavy proportion of the recent migrants to suburbia are professional, technical, managerial, administrative and skilled personnel plus clerical workers among the women.

THE OCCUPATIONAL-EDUCATIONAL CONNECTION

Under all of these circumstances, it becomes a matter of considerable importance for workers to have the flexibility, responsiveness, and maneuverability to shift in relation to these changes, and, here again, schooling turns out to have a prominent place. As a general rule in this country, the higher the years of school completed, the higher is the mobility and migration rate. Table 15 covers the period 1970 and 1973 for those 18 years of age and over.

TABLE 15

Moving and Migration Rates

YEARS OF SCHOOL COMPLETED	PERCENT MOVING	PERCENT MIGRATING	PERCENT MIGRATING TO DIFFERENT STATE
0–8	22%	6%	3%
9–11	30	10	5
12	33	13	6
13–15	37	17	9
16	41	23	13
17+	38	21	12

On every score, in terms of moving generally, of migrating and of making a long distance move, successively higher levels of schooling are associated with successively higher rates. There is a slight falling off at the highest level of schooling, but the difference is very small and is actually related mostly to the experience of some of the women in that group. Migration rates among high school graduates are double those with no more than a grade school education and they move up considerably with the attainment of a baccalaureate.

An examination of the more detailed information for this period shows that, for those age groups where mobility is the highest, the big difference in migration rates are up at the collegiate level, accentuating even more the relatively disadvantaged position of those without a high school completion. Thus, movement is most extensive among younger adult groups who tend to make a geographic change upon completion of school and upon marriage and family formation. Among men 18 to 24 years of age, the migration rate over the first three years of the current decade was 19 percent. High school graduates in this group did have a higher migration rate (18%) than did those with no more than eight years of school (14%), but those with four years of college were on a completely different scale with a 43 percent rate.

Chart Six presents an overview of what we have been calling the occupational-education connection, and it illustrates, again, why high school and collegiate level education makes a difference—in this case, in terms of migration. For men of working age (16 years and over), the migration rate for professional and technical personnel is double that of the unskilled laborer. The white collar and skilled groups generally exhibit the significantly higher rates. Again, the same pattern holds for those groups where a good deal of the moving takes place. Among men 16 to 24 years of age, the migration rate for professional and technical personnel is as high as 36 percent and the figure scales down to 12 percent for the laborers; it is as high as 28 percent for managerial and administrative personnel, but 16 percent for the semiskilled operative.

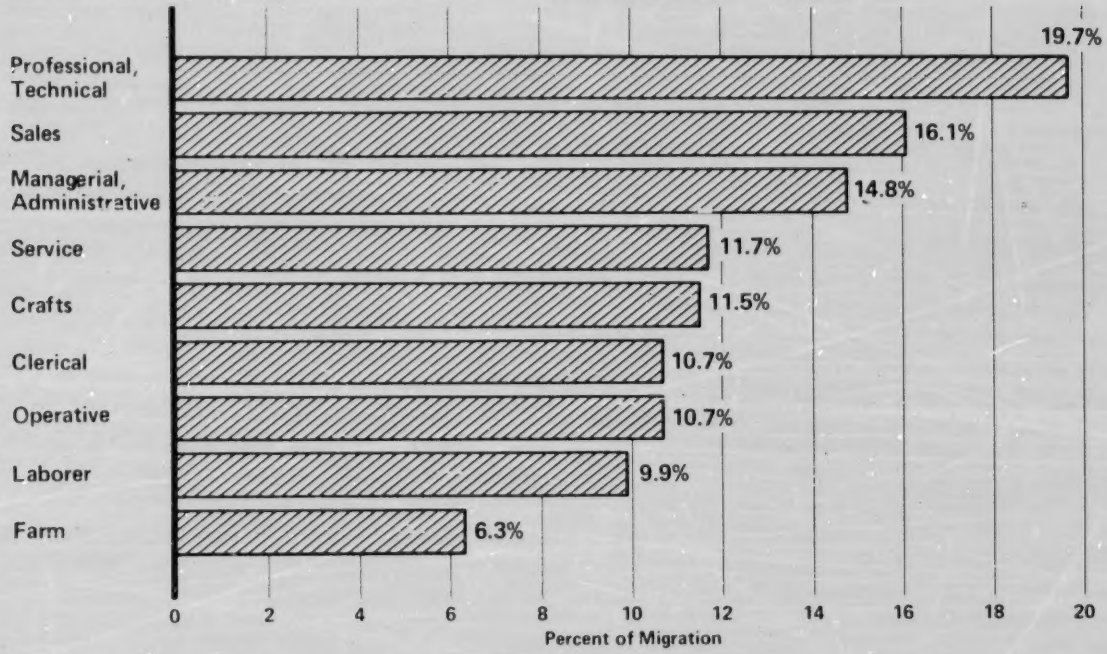
Many other studies, many other figures emphasize the important ties between mobility and education. Longitudinal studies conducted on the labor force experience of various population groups show significant ties between mobility during a working career, even at its beginnings, with the amount of schooling a person has (*Career Thresholds: A Longitudinal Study of the Education and Labor Market Experience of Male Youth 14-24 Years of Age*. 1969 Ohio State University, Center for Human Resource Development. Vol. I). Related also to the movement from rural to urban areas, and especially to metropolitan areas, is the fact that school enrollment varies enormously with geography. Thus, among white youth 16 to 24 years of age, school enrollment is as low as 33 percent in rural farm areas and as high as 65 percent in metropolitan area suburbs; the corresponding ratios for blacks is 26 percent in the rural farm places and 61 percent in the suburbs.

An examination in depth of the migration experiences of blacks from the South finds that, despite the fact that traditionally blacks coming in from the South to the North have had lower levels of education than those who were born and raised in the North, more recent trends seem to have changed that pattern. Newer black immigrants to the largest metropolitan areas in the North and West have higher levels of school completed, and the analysis of these trends concludes by saying that "In some migration streams, therefore, the degree of selectivity is so strong at the point of origin that recent southern migrants have an even higher level of educational attainment than the black population in the area of destination." (*Man-*

CHART SIX

Migration and Occupation

MIGRATION RATE OF EMPLOYED CIVILIAN MEN 16 YEARS AND OVER / 1970-1973



power Report of the President, 1974. U.S. Department of Labor. P. 92). More than incidentally, and again emphasizing the relationship between education and migration, is the finding in this same report that the higher the level of schooling, the higher is the movement of blacks among metropolitan areas in the North. "Clearly, blacks who move from one northern metropolitan area to another," the report declares, "have levels of education higher than do others blacks in the area of origin or the area of destination. This variety of migration has often been ignored in earlier years, but it is likely to become more important in the future."

In summary, then, the following points can be made:

- The changing geography of people and jobs has been a major feature of American social and economic history. There is nothing in the offing which would appear to diminish the importance of this factor in the future. How the map of people and jobs will look ten or twenty years from now is not known, but we do know it will be different. The first few years of the 1970's already have put us on notice in this respect, as the recent reversal of migration patterns and the substantial relative increase in employment in the South have testified.
- The forces which generate geographic changes in employment are complex and varied and include not only the traditional economic ones but newer considerations, such as ecology. More and more, however, the manpower factor seems to be emerging as a prime lever of change. As technology (which is reviewed in the next unit) advances, industry becomes freer from the rigid locational factors of having to be close to physical resources. The technology of light, power, transportation has seen to that. More and more industry is moving to where the hands, talents and skills are, particularly as the occupational distribution of employment moves toward the white collar, skilled and service jobs. In fact, up to now, the regions and states which have shown the biggest employment advances have been exactly the ones with the biggest increases in the service-producing sectors.
- Under these conditions and given the projected changes in educational attainment and in our occupational and industrial composition, substantial proportion of the labor force will need to respond through mobility and migration. Here again, the educational connection will be the key to success.

In the following units of this report, two major

economic forces—productivity and income—will be reviewed in relation to schooling. In commenting on that relationship, the *1974 Manpower Report of the President* says as follows:

> "One suggested reason why schooling and earnings are positively related is that schooling increases a worker's productivity. A mobile labor force and competitive markets translate the increased productivity into higher income for the worker. To test the hypotheses that schooling increases productivity and thereby increased income, one must have some measure of productivity other than income itself. Several studies have investigated the association between schooling and productivity of self-employed farmers, as well as the association between schooling and efficiency in household activities and in interregional migration, and in scores of standardized tests. They indicate that, controlling for other variables, those people with more schooling are more productive."
>
> (*Manpower Report of the President, 1974*. U.S. Department of Labor. P. 146.)

UNIT IV
People and Technology

UNIT SUMMARY

One of the major reasons for what we have been calling the occupational-education connection is the growing importance of technology.

Technology has a major impact on the kinds of jobs a country has, their skill content and their educational requirements. Our technological efficiency in producing the goods we consume has enabled us to deploy so many of our workers into the service side of the economy. They are engaged in buying, selling, financing and transporting the goods that are produced.

The educational and skill level of a country's workers can determine how much and how widely diffused is the technological progress it can achieve. This is why students of this topic are agreed that a significant factor in the growth of productivity in a country is the quality of its labor as measured by the educational attainments of its work force.

In general, the U.S.A. has had a good record of productivity growth. Output per manhour, i.e., the amount of goods and services we get out for every hour of work we put in, doubled in the past 25 years. However, recent developments show that most major nations of Western Europe as well as Japan have exceeded our performance, with important consequences on our international economic position in addition to the inflationary problems we have domestically.

Research in this field has shown that the best adjustments to technological development, including automation, is made by those in the professional, technical, managerial and administrative ranks and by those in the service side of our economy. The poorest adjustments are made by those at the lower levels of education. Job satisfaction under conditions of new technology is much lower among those with less schooling. For example, it was found that among those who emerged with both a smaller challenge and reduced job satisfaction after experiencing technological change, 75 percent had less than a high school education.

Important to adult education is the fact that 44 percent of the people who had encountered changing technology said that they felt a need for additional education and training for their future work.

INCREASING PRODUCTIVITY

Almost ten years ago, the National Commission on Technology, Automation, and Economic Progress found that:

> "The individual's education and skill are important determinants of his relative ability to compete for jobs. The education and skill of labor force is important to the economy's viability. Technology determines, in part, the skills required and the educational component of those skills. But the availability of skills and the educational level of the labor force are also determinants of the technological changes which occur. Together, education, skill, and technology, along with other factors, determine the structure of employment and unemployment. They do not determine the level of either."
>
> *Technology and the American Economy*. 1966. Government Printing Office, Washington, D.C., Vol. I, P. 26.

There are at least two major points being made here. The first is that technological development can have a major impact on the very nature of jobs available in an economy, their skill content and their educational requirements. The review of occupational-industrial-educational trends presented in the last section has documented that point.

The second is that the very skill and educational level of the work force itself can and does play a significant role in determining the amount, kind and quality of technological progress a nation can make, the diffusion throughout the country's economy that such progress can achieve, and its actual implementation in the production of the goods and services that does that place.

Education, therefore, plays a considerable part in shaping both sides of a country's technological coin.

Technological change and the increasing productivity of the work force which it can generate is a major goal of all nations, particularly because it increases the choices and priorities a country and its people can make. It permits significant reductions in the work week (fully one-third in this country in the past half century) without any reduction and, in fact, with an increase in production; it permits longer periods of time spent in growing up and going to school among the young and in retirement among the old; it allows increasing leisure time, vacations and holidays; it

reduces the sheer physical burden of work; it permits a work force, as we have seen, to be deployed more and more in the production of the huge amount and variety of services people need and want; it is fundamental to increasing earnings and income, not only in money terms but in real terms as well (vis-a-vis inflation, a matter of prime importance at this time) and it strengthens a nation's competitive position in the international economic arena, another matter of current interest and concern.

The sources of technological progress and productivity growth are varied and complex and we do not yet know all that we would wish to understand about what accounts for them and what their relative importance is. It is clear, however, that fundamental in this process are advances in technical knowledge which yield new sources of energy, new kinds of machines, new kinds and forms of management and enterprise. Critical to the expansion of the frontiers of knowledge is investment in research and development, which has been a hallmark of this and other countries' experience in the last quarter of a century. Industrial research and development in the U.S.A. is now running at about the 20 billion dollar mark, forty percent of it financed by the federal government, whose R & D expenditures also go to academic institutions (which also receive such support from state and local governments and foundations) as well as to its own agencies. The range of problems being explored is enormous, involving, for example, astronautics, nuclear power, heart and lung research, community economic development, coal gasification and water resource management, manpower, ecology, housing, mass transportation, education and even R & D on exploring the best ways to apply the latest science and technology developments and to find out how to deal with barriers to the introduction of technology (*An Analysis of Federal R & D Funding By Function Fiscal Years 1969-1974*. National Science Foundation. NSF 73-316, 307, 308, 312, 313, 317).

More than incidentally, these huge expenditures have reinforced the occupational-educational trends which have been developed, since they generate corresponding demands for professional, scientific, technical, managerial, clerical and skilled manpower.

Many other factors, of course, are important in technological development, by no means the least important being investment in plant and equipment, which is estimated to total about $30,000 per worker in this country. This has tripled since the turn of the century, and it generates additional demands for skill and talent.

Over and above all of these numbers is the major factor of the quality of the labor force. Coming full circle from the beginning of this section, we quote from another group assessing technology—The National Commission on Productivity—which recently declared in its enumeration of the sources of our economic growth:

> "*Quality of Labor.* Economists estimate that increases in labor quality, as measured by the increased educational attainments of the work force may have contributed as much to the rise of output per manhour as has the growth of tangible property. Before the turn of the century, a very small percentage of workers had completed high school; in 1972 close to 70 percent of those between 18 and 64 years of age had done so, and 85 percent of young workers (20 to 24 years of age) had done so—A better educated work-force, for example, is a necessary condition for advances in technology and capital improvements. A computer is of little use without systems designers and computer operators. Larger capital investments have created opportunities for increased employment of highly trained labor. Productivity grows from the interaction of these complementary factors."
>
> *Second Annual Report 1973* National Commission on Productivity Washington, D.C.

All in all, the scorecard on productivity growth in this country has been impressive. Output per manhour in the private sector as a whole has increased by about 3 percent per year during the past quarter of a century, with gains almost double that figure in such sectors as agriculture. Productivity trends vary considerably over shorter periods. The latter part of the 1960's witnessed a reduction in the rate of productivity increase, but some upturn took place in the early part of the present decade. Currently, there is a good deal of concern about the country's level and rate of change in output per manhour, particularly because of inflation and our competitive postion abroad. On the latter score, that concern is underscored by the more rapid increases in productivity which have taken place in most parts of Europe and Japan. Table 16 indicates, output per manhour has increased more in every one of these eleven other countries than in the U.S.A.; in fact, over the dozen years to which Table 16 refers, productivity growth in those countries combined was just about double the increase here.

Economic relationships among countries depend, of course, on a wide range of factors besides trends in output per manhour. Although rates of increase in productivity have been much higher in a variety of other countries, we started from a much higher base than many of the others, so that levels of productivity in many of our industries remain higher to this day. Costs of production also depend on labor compensation, and, on the basis of unit labor costs which take that factor as well as productivity into account, the U.S.A.'s record has been more favorable. Foreign exchange rates, devaluations, trade agreements and the like can also play an important part. Nevertheless, as

TABLE 16

Productivity Increases

COUNTRY	ANNUAL PERCENT CHANGE IN OUTPUT PER MANHOUR 1960–1972
U.S.A.	**3.2**
11 COUNTRIES	**6.1**
Canada	4.2
Japan	10.4
Belgium	6.5
Denmark	7.0
France	5.9
Germany	5.9
Italy	6.2
Netherlands	7.1
Sweden	7.3
Switzerland	5.1
United Kingdom	4.0

Source: *Monthly Labor Review*, Nov. 1973. "Productivity in 12 Industrial Countries." U.S. Department of Labor

the Bureau of Labor Statistics (BLS) says, "Productivity movements are an important factor in determining price and cost stability. This aspect of productivity change stems from the role of output per manhour—an especially relevant concept when dealing with unit labor costs—as a critical link between the cost of labor and the price of goods."

The BLS goes on to say that, "Unit labor costs and prices usually rise most in sectors where productivity growth is lagging and least in sectors where productivity growth is rising." It then puts the capstone on the matters with which we are concerned here by noting that, "The general upgrading of the work force over time is usually considered an important factor in productivity growth. This upgrading occurs primarily in two ways: Increases in the proportion of the work force employed in higher-skilled occupations and improvements in the level of education of the working population." (*Productivity and the Economy*. U.S. Department of Labor. 1973 Edition, Bulletin 1779.)

EDUCATION AND PRODUCTIVITY

So far our discussion of technology has been in terms of national and international aggregates. A recent study which focused on the people involved underscores some of the major points reviewed so far as they relate to the individuals concerned (*Technological Advance In An Expanding Economy*. 1969. University of Michigan: Institute for Social Research). The study found that people adjust much better to automation and technological change than is generally assumed; but, in probing those who made a poor adjustment, the occupational-education factor again stood out. The authors note that "professional and technical personnel together with the managerial and administrative group make the best adjustment. . .Those who are employed in manufacturing and construction give relatively frequent indications of a poor reaction to technological change. On the other hand, people employed in finance, real estate, and business services score favorably. . ."

And the comes a significant comment: "That poor adjustment to technological change occurs relatively frequently at lower levels of income and education is hardly surprising and requires no comment."

On every matter relating to adjusting to changing technology, the occupational-education factor is found to be significant. For example:

- **Job satisfaction:** Among those who found both a greater challenge and increased job satisfaction after experiencing technological change, 75 percent had a high school education or better, only 25 percent had less than 12 years of school (and among these, only 5 percent had less than 8 years of school).

- **Experience with technology:** One of the more significant findings shows that the higher the educational attainment, the more involvement there is with technology. The authors say, "The finding suggests that the better educated are more likely than those with less formal education to move up to jobs on which they use the newer and more sophisticated kinds of equipment. . .It reveals a striking relationship between formal education and the automation level of equipment employed by the work force." Only 7 percent of the people directly involved in the newer numerical, tape, computer, or other logical control equipment has less than 12 years of school; high school graduates comprised 24 percent of the group and 69 percent of them had some college.

- **Attitudes toward automation:** The study asked, "In general, would you say that automation is a good thing for people doing your kind of work, or does it cause problems, or it doesn't make any difference?" The results showed that the higher the educational level of workers involved, the more friendly is the attitude toward automation; the less the educational level, the more threatening is automation found to be, a not unrealistic attitude, incidentally, in view of the fact that automation can more easily cause displacement at the job lower levels.

- **Need for education:** Another question posed went as follows: "In connection with your future work, do you feel it would be useful for you to get

additional education or some kind of training, or is there no need for it?" As many as 44 percent said they felt a need for additional education. Just as significant was the finding, among a considerable proportion of those who felt the need for more education, that it would be "impractical" for them to get it because of such factors as their age, time and money. Here is an obvious opportunity for responsive programs under audit education to meet an already expressed need.

UNIT V
People and Income

UNIT SUMMARY

People and families are universally affected by educational attainment. Incomes among high school graduates, for example, are double the income of those with less than 8 years of school and fifty percent higher than those of people with an elementary school education. On the other side of the income coin, the proportion of families living in poverty whose head is a high school graduate is half of what it is among those whose head did not finish high school.

One of the most telling indications of how schooling is related to earnings is the scorecard on lifetime income and how it varies by educational levels. Not only is lifetime income higher for the high school graduate than for those with less than 12 years of school, but that difference has been constantly increasing, and jumping, for example, by 17 percent over just the past five years.

Among the 54-1/3 million people of working age whom the census found not enrolled in school and without completion of high school, income levels are very low indeed, presenting a particularly contrasting picture to the general trends for the population as a whole.

For example, fully 75 percent of them had incomes of less than $5,000. Only 1 percent had an income of $15,000 or more. For the country, generally, one-third of all families have incomes of $15,000 or more.

The young, the old, women and blacks had especially low scores on the income scale. What emphasizes this matter even more is the fact that, among those who were in the work force, the income distribution was particularly weighted by low incomes to the point where half a million of these labor force members were also on public assistance.

Increasing income and increasing levels of living have been a hallmark of this country's experience during the past quarter of a century, brought about in no small way by the trends reviewed so far—particularly by the increased schooling of workers, responsive migration to changes in economic opportunity, rising levels of professional and skill development, the changing occupational structure and upward movements in technology.

But here, too those with below-the-norm education have been left behind.

RISING LEVELS OF LIVING

In the quarter of a century from 1947 to 1972, family income in the U.S.A.—*adjusted for rising prices*—doubled.

The reasons for such a major advance in the levels of living in this country consist of a host of interrelated factors ranging from increasing population for much of that time span, which generated significant corresponding increases in the demand for a wide variety of goods and services; generally high levels of economic activity, rising productivity, the shift to higher paying echelons in the occupational and industrial structure, rising labor market participation on the part of women, etc.

All of these forces and more combined to raise the average (median) family income by the early years of this decade to $11,120, double, as already indicated, the figure of twenty-five years ago, 35 percent higher than the figure ten years ago, 12 percent above the figure five years ago—all in constant dollars (*Money Income in 1972 of Families and Persons in the United States*. June 1973. U.S. Bureau of Census. Series P-60, No. 87).

Just as important has been the shift upwards in the family income distribution. In 1947, more than two out of every five American families had money incomes under $5,000; by 1962, that ratio was down to 26 percent; and by 1972; it had declined further to 17 percent. At the other end of the income scale, fully 30 percent of all families had incomes of $15,000 or more in 1972, more than double the figure ten years before that and about six times the figure for 1947. Again, these numbers are all adjusted to take into account the rise in consumer prices. The data cited are put in terms of family income, because the family is typically the basic income receiving and spending unit in this country. Similar data are also available on an individual person basis and they generally show the same trends, although family income has received an additional boost over the years as more and more women joined the job market and added another breadwinner in the household.

Increasing levels of living have been, in addition, shared by most sectors of the population, although substantial differentials still exist among whites and nonwhites and men and women. Among Negroes and other minority races, for example, average family incomes were 56 percent that of whites in 1962; ten years later they were 64 percent. This, of course, still leaves a long way to go for the nonwhite, but it is important to point out that a substantial part of their advance is attributed to the trends reviewed so far in this Report. Says the *1974 Manpower Report of the President:*

> "There are several reason for the narrowing of the black-white earnings differential. Important changes have occurred in the relative schooling of blacks and whites. . .The substantial migration of blacks out of the South and into the states in the Northern and Western regions may also have influenced the relative increase in the earnings of blacks. . .The changing occupational structure and labor force status of the population was another factor influencing the rate of growth of earnings."
>
> *Money Income in 1972 of Families and Persons in the United States*, June 1973, U.S. Bureau of Census, Series P-60, No. 87, P. 151

Another event of significant importance has been the decline in the number and proportions of persons and families classified as living in poverty. There is an officially defined poverty threshold which is adjusted each year for changes in the consumer price index. In 1972, it stood at $4,275 for a nonfarm family of four; in 1959, 22 percent of the population representing a total of 39-1/2 million people were classified as having incomes below the poverty threshold. Here again, basic economic growth, rising productivity, increasing labor from activity among women, as well as a rise in such transfer programs as social security all contributed to these developments.

It is instructive to examine the characteristics of those families which remain in poverty status. They tend to be disproportionately represented by those headed by a woman, the aged, and among the larger size families and Negroes. Three other factors, which cut across all of these groups and which are critical to the issues raised in this review, also make a major difference in affecting the poverty status of American families. As shown in Table 17a, b, c.

TABLE 17a

Employment

EMPLOYMENT STATUS OF HEAD OF FAMILY	PERCENT OF FAMILIES IN POVERTY
Employed	5%
Unemployed	21
Not in Labor Force	24

The poverty rate among families headed by an unemployed person or one not in the labor force at all is four and five times as high as that of the family whose head is employed.

Again, there is an inverse correlation between occupational status and poverty; as there is when years of school are considered.

TABLE 17b

Occupation

OCCUPATION OF FAMILY HEAD	PERCENT OF FAMILIES IN POVERTY
Professional, managerial	3%
Clerical and sales	4
Skilled crafts	4
Semiskilled operatives	7
Unskilled laborer	11
Service (incl. household)	15
Farm	19

TABLE 17c

Schooling

YEARS OF SCHOOL ATTAINED BY HEAD	PERCENT OF FAMILIES IN POVERTY
Less than 8 years	22%
8	11
9–11	12
12	6
13–15	4
16+	2

Source: *Characteristics of the Low-Income Population: 1972*. June 1973, U.S. Bureau of Census. Series P-60, No. 88.

EDUCATION AND EARNINGS

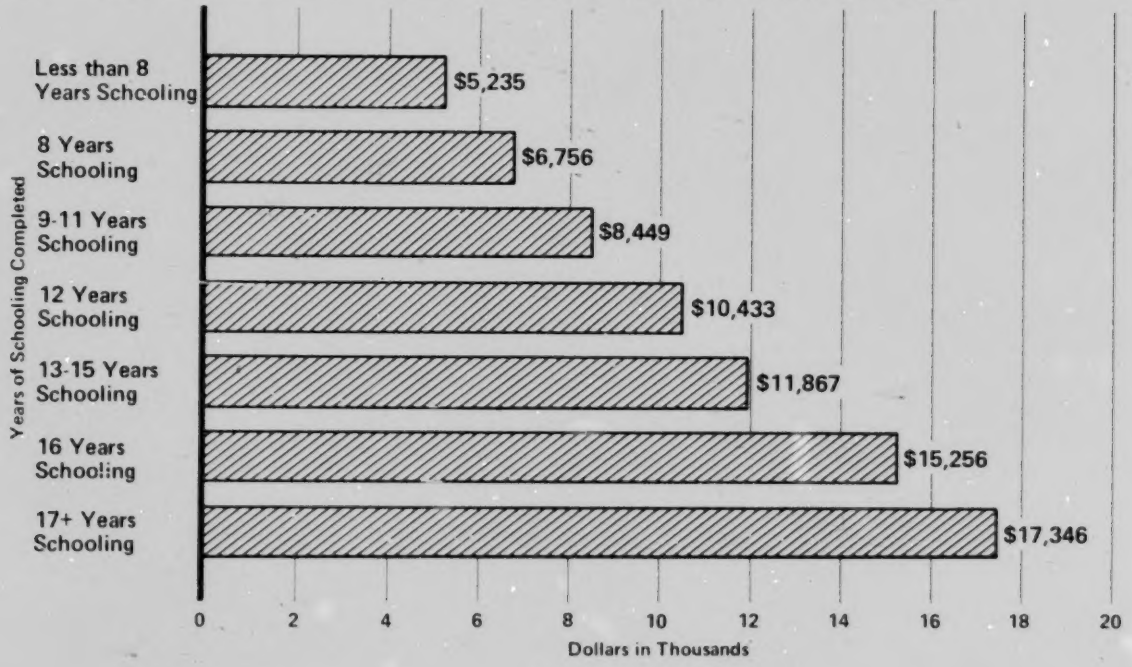
By this time, it should come as no surprise to find that education turns out to be a prime factor in affecting levels and differentials in earnings and income. Chart Seven illustrates this for men 25 years of age and over and shows again how each successfully higher level of years of school completed carries a successively higher average (mean) income (*Annual Mean Income, Lifetime Income, and Educational Attainment of Men in the U.S. for Selected Years 1956 to 1972*. March, 1974. U.S. Bureau of Census. Series P-60, No. 92). Incomes among high school graduates are double the income of those with less than 8 years of school, more than 50 percent higher than those of people with an elementary school education. Post high school education, especially at the baccalaureate and higher levels, shows similar significant differentials.

This phenomenon prevails among all sectors of the population, men and women, white and nonwhite and of all age groups. A recent tabulation (for May, 1973) by the U.S. Department of Labor, Table 18,

CHART SEVEN

Schooling and Income

MEAN INCOME IN 1972 OF MEN 25 YEARS AND OVER BY YEARS OF SCHOOL COMPLETED



shows the weekly earnings for male workers 35-44 years of age who worked full time.

TABLE 18

Weekly Earnings

YEARS OF SCHOOLING	WHITE	NEGRO AND OTHER RACES
0–4	$150	$ 96
5–7	173	149
8	202	165
9–11	211	165
12	231	178
13–15	265	209
16	321	241
17 +	333	284

Some of the most interesting data on this subject relate to the lifetime earnings of persons with different levels of schooling. The lifetime remuneration of higher school attainment as of 1972 can be demonstrated as seen in Table 19.

Each higher level of school attainment carries with it higher projected lifetime earnings. The range is enormous, running from a little over a quarter of a million dollars for those whose schooling stopped before the 8th grade to almost $800,000 for those with graduate study. Available data also show that these differentials have been increasing in recent years. The difference in lifetime income between those who have completed high school and those who have completed grade school jumped 17 percent in the period 1967 to 1972. During the same period of time, there was an even bigger increase—30 percent—in the difference in lifetime incomes projected for those with 12 years of school and those who had between 9 and 11 years of school.

TABLE 19

Lifetime Earnings

YEARS OF SCHOOLING	LIFETIME INCOME FOR MEN FROM AGE 25 TO DEATH (1972)
0–7	$260,307
8	323,437
9–11	371,023
12	452,086
13–15	525,342
16	686,227
17 +	785,778

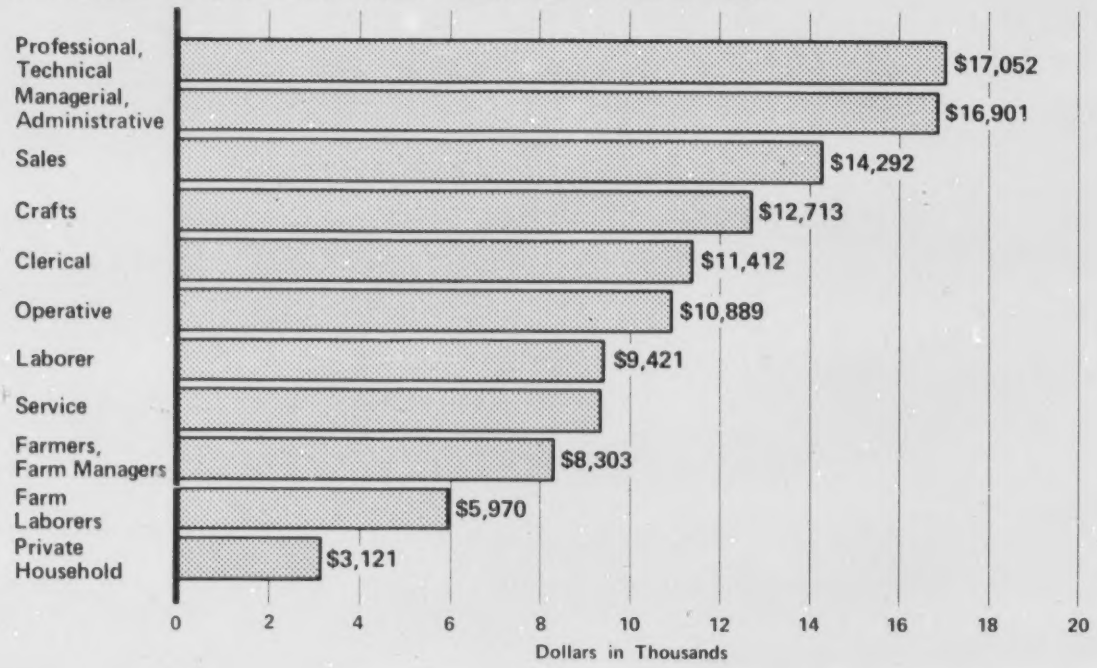
Source: *Population Report*, U.S. Bureau of Census, Series P-60, No. 92, p. 6.

Finally, all of this gets translated into the occupational arena as Chart Eight indicates.

CHART EIGHT

Occupation and Family Income

MEDIAN INCOME OF FAMILIES IN 1972, BY OCCUPATION OF FAMILY HEAD



Family income is sharply differentiated by the occupation of the family head; the range in 1972 went from over $17,000 of family money income where the head was a professionally trained worker, down to a little over $3,000 for family heads who were private household workers; behind this, as has already been demonstrated, is the differential educational and skill level of the various groups.

The more than 54 million persons who represent the target population for adult education already have been depicted in this report by a number of their major characteristics. Since they all fall in the category of not being enrolled in school and with less than 12 years of school they meet expectations when their income levels and distributions are examined.

For the group as a whole, seventy-five percent had less than $5,000 of income in 1970; one percent had an income of $15,000 or more.

We conclude this section with a few summary tables (20, 21, 22, and 23) showing some additional features of the income distributions among the group, with just a few words of comment since they speak eloquently for themselves.

The young and the old have particularly low incomes:

TABLE 20

AGE GROUP	PERCENT WITH INCOMES BELOW $5,000
16–24	88%
25–34	69
34–44	60
45–64	66
65 +	95

Not a single age group has less than 60 percent in the lower rung of the income scale.

Women are at a particular disadvantage:

TABLE 21

AGE GROUP	PERCENT WITH INCOMES BELOW $5,000	
	MEN	**WOMEN**
16-24	78%	97%
25-34	40	94
25-44	31	90
45-64	40	91
65 +	91	99

Not a single age group among the women have less than 90 percent in the lower rung of the income scale.

Even when public assistance recipients are omitted, the distribution is still heavily skewed in the direction of lower incomes:

TABLE 22

AGE GROUP	PERCENT OF NON-PUBLIC ASSISTANCE RECIPIENTS BELOW $5,000	
	MEN	**WOMEN**
16-24	78%	97%
25-34	39	94
35-44	29	89
45-64	38	90
65 +	90	98

The only group among women with less than 90 percent in the lower rung of the income scale are those 35-44 years of age, and they slip below that figure by just one percentage point.

And even among those in the labor force, heavy concentrations remain at the lower scale, reinforcing our previous comments on their higher rates of unemployment, lower levels of full-time work, and jobs in the lower-level occupational fields:

TABLE 23

AGE GROUP	PERCENT IN THE LABOR FORCE WITH INCOMES BELOW $5,000	
	MEN	**WOMEN**
16-24	70%	93%
25-34	34	86
35-44	25	80
45-64	29	79
65 +	68	86

In no group among the men workers is the proportion in the lower rung of the income scale less than 25 percent; in no group among the women workers is that ratio less than 79 percent.

In the generally rising levels of income in this country, therefore, these people have been left behind.

UNIT VI
People

UNIT SUMMARY

Population trends in a country can change dramatically even over relatively short periods of time. In our country, a sustained period of very high birth rates after World War II has been followed by a stunning development back to back in both 1972 and 1973: the recording of the lowest birth rates in our history. The number of children born each year recently has been more than a million below what it was a decade and a half ago. At current rates, married couples are having just about enough children to replace themselves; and if this continues for a long enough time, we could get to the point of ZPG—zero population growth.

In the meantime, a number of major impacts of declining population have already been felt. It is true that enrollments at all levels of schooling will be diminishing, that the average age of the population will be going up and the composition of the demand for goods and services is and will be changing from those aimed at a young population to those suitable for an older one.

Nowhere is the impact of these changes more significant than on the American work force. We are now passing the crest of the teenage labor force whose increase is slowing down substantially during this decade and will actually reverse into a large decline in the 1980's. The same is true for those in their early twenties, where an increase of about 20 percent during the 1970's is going to be followed by a 21 percent decline in the coming decade.

On the other hand, the more adult working age group—35-44 years—which has been increasing slowly is scheduled for an 83 percent rise in the 1980's. They will be made up of those who were born in the population surge after World War II.

Cutting across all of these changes is the level of schooling; because, as has been true in the past, a major determining force will be the close association between worker rates and education attainment.

Sub-par schooling will continue to cut particularly into the worker rates of all groups as they are, for example, among men 55 to 64 years of age. In the past decade alone, the decline in labor force participation in that age group among those with a high school education was half of what it was among those with eight years of school or less.

The pattern of our working lives is changing in a way most important to adult education. We are moving out of the rigid pattern in which we have been holding for so long where all of us first grew up and went to school, *then* went to work, *then* retired. Now, more and more young people go to both school and work; they join the work force and then return for more schooling and training, especially to update their knowledge and skills. Many retire from one career and go into another; many begin to work part time prior to retirement; many work part time after retirement.

In other words, continuing education and training after a person's first formal round of learning is taking place at more and more junctures of a person's lifetime, and adult education has a critical challenge as well as an opportunity to fill those needs.

POPULATION CHANGE

Back to back, 1972 and 1973 represented historic years in the matter of population change in this country. In 1972, the birth rate fell well below the record low set in the depth of the depression decade of the 1930's—so low that even the *number* of births declined, despite the fact that the baby girls born after World War II were raising the total number of women of childbearing age. The birth rate fell again in 1973, the lowest ever in U.S. history, Again the *number* of births fell even though the number of women of childbearing age was still going up (*Data on Births*. U.S. Department of Health, Education, and Welfare: National Center for Health Statistics).

The current downturn in births and birth rates may herald some very important changes in both the size and composition of our population. Projections in this field are made at considerable peril because changes can (and have) occurred over relatively short periods of time. The crux of the matter is how many children a cohort of women will have when they complete their childbearing cycle. For example, the cohort of girls who were born in 1875 finished their childbearing cycle with an average of 3.8 children each. That figure has decreased consistently; and the group of

girls born in 1918, who completed their childbearing several years ago averaged 2.5 children each. The government has been making surveys as to how many children American wives expect to have and that figure has gone down spectacularly during the past several years (refer to Table 24).

TABLE 24

Birth Expectations

YEAR	BIRTH EXPECTATIONS OF WIVES 18 TO 24 YEARS
1960	3.1
1965	3.1
1967	2.9
1970	2.6
1971	2.4
1972	2.3
1973	2.3

Source: *Birth Expectations of American Wives*. June, 1973. U.S. Bureau of Census. Series P-20, No. 254.

In 1973 the rate was down to 2.3 children each and at this rate, the average family size is near the population replacement level; families will be averaging just enough children to replace the persons of one generation with those of the next. This would mean 2.2 children per wife, which is about where the expectations are now. This does not mean that the adult population will decrease right away, since we still have a substantial wave of adults due to the large birth rate following World War II. If we do stay at this low fertility rate, the country will reach ZPG (zero population growth) around the end of the first third of the 21st century. Current low birth rates are causing a reduction of population growth.

The reasons for the recent downturn in births are complex and varied and include social and economic factors such as changing attitudes toward family formation, increasing labor force participation by women, later age of marriage, longer elapsed time between marriage and child bearing, and a changing technological and legal environment of population planning. Whatever the reasons, however, the fact of the matter is that births in 1972 and 1973 were more than one million below the number reached in the latter 1950's, and a decline of that magnitude is bound to have important impacts. It already has shown that impact on the job market in education, as well as on the decline in demand for physical plants in that field, on the demand for hospital beds in maternity wards, baby foods, diapers, etc. If it continues, the impact will indeed be major. It will bring about not only a large change in the types of goods and services being demanded, but also such significant developments as a distinct upward shift in the average age of the population and in potential changes in the role of youth and the so-called "youth culture."

It is easy enough to make simple population projections. Thus, 1972 and 1973 plus 6 (the average age of entry into elementary school) equals 1978 and 1979 when elementary school enrollments can be expected to move down substantially, as indeed they are already doing. Similarly, adding 18 (the average age of entry into college) to those years equals 1990 and 1991 when, in the absence of countervailing forces, university enrollments can be expected to diminish.

As is so often the case, such demographic eventualities contain both a promise and a challenge. If the response is to let demography run its course, then the demand for educational resources in human, financial and substantive terms may very well decline. If, however, attention is now turned from the burden of just responding to sheer numbers, as was the case for most of the past quarter of a century, to the more qualitative aspects of the educational process (class size, curriculum developments and the like), then the potentialities are enormous. In a population which already is increasing in average age, in a population which already has the magnitude of the problem posed by the size and composition of the target population described in this Report, the potentialities for adult education are equally enormous and are needed in our society NOW.

LABOR FORCE CHANGE

Demographic trends are not an isolated phenomenon. They are not only a compound and reflection of social, economic and political forces, but also of deeper ethical, moral and psychological factors to which education and training across the board will have to respond. There are also other qualitative aspects of the subject which are just as important as the sheer numbers involved, e.g., considerations of environmental and ecological matters in particular.

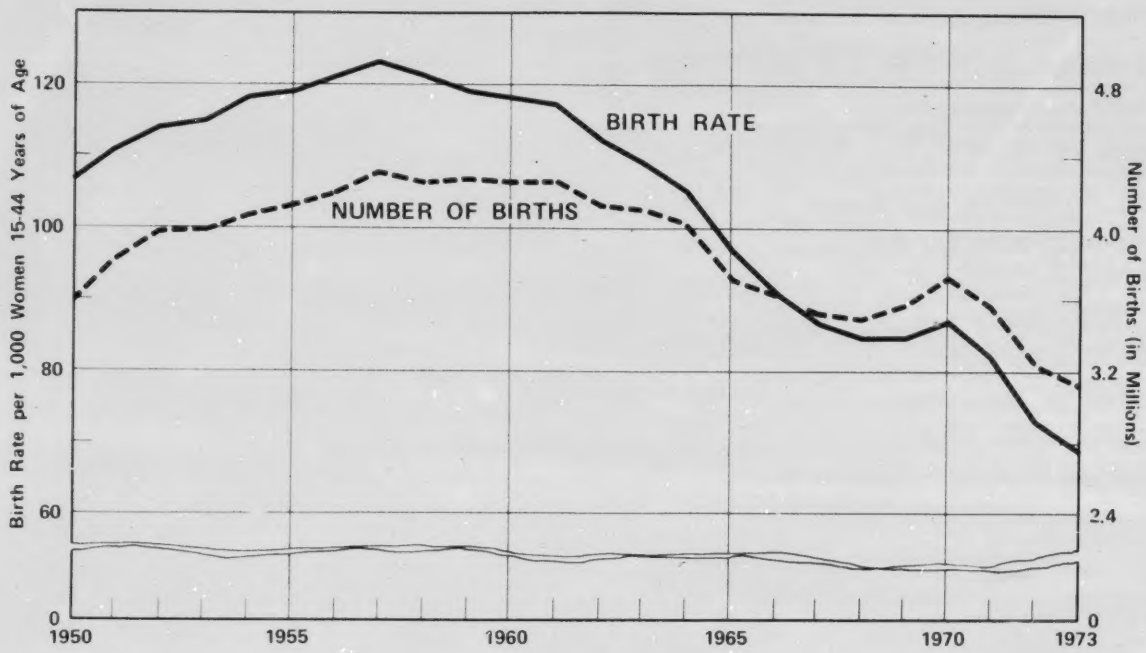
The quantitative/qualitative characteristics of population trends are also very well illustrated by one of the major consequences of those trends, i.e., their impact on the size and composition of the labor force. Chart Nine indicates some of the major parameters of these changes.

In 1945 when World War II ended, the birth rate stood at 86 per 1,000 women of childbearing age and births totalled a little short of 2.9 million. Five years later, the rate had jumped by 21 percentage points and the number of children born went up by almost 800,000. The trend continued upward until the peak of 1957, as Chart Nine shows, but the birth rate remained at least as high as 100 and the number of births did not fall below the 4 million mark until 1965, after

CHART NINE

Birth Trends in the USA

NUMBER OF BIRTHS & BIRTHS PER 1,000 WOMEN 15-44 YEARS OF AGE / 1950-1973



which the decline already noted set in.

In a relatively brief period of time, therefore, we experienced two very large and two very different trends, again back to back, and the consequences for the current and projected size and composition of the work force are and will be tremendous. When all is said and done, changes in labor force are the net result of two things: (1) changes in the population overall which is where, of course, the working population comes from and (2) the rate at which the various groups in that population participate in the labor force. Between the two, over this span of years, population changes turns out to be by far the major level of change since worker rates tend to change more slowly over time while, as was just indicated, population trends can reverse gears quickly because of changes in the birth side of the equation. Illustrative of this point is the fact that 89 percent of the projected change in the male labor force and 68 percent of the change in the female labor force, between 1970 and 1990, stem from expected changes in population alone (*The U.S. Labor Force: Projections to 1990.* 1973. U.S. Department of Labor. Report No. 156).

Labor force changes to 1990 (Chart Ten) are classic examples of what can happen under the conditions of population change reviewed so far:

- **Teenagers:** The years of beginning labor force age for many can be critical in terms of career development. They are ambivalent years, too, characterized by a good deal of job changing, high unemployment rates and significant amounts of joint work and school attendance. The high birth rates after World War II produced a substantial increase in teenage workers beginning in the 1960's, and their numbers in the labor force went up by 18 percent between 1960 and 1970. During the current decade, that increase is slowing down considerably to about 4 percent and is going to be followed by a large *decline* of 12 percent in the size of the teenage labor force between 1980 and 1990.

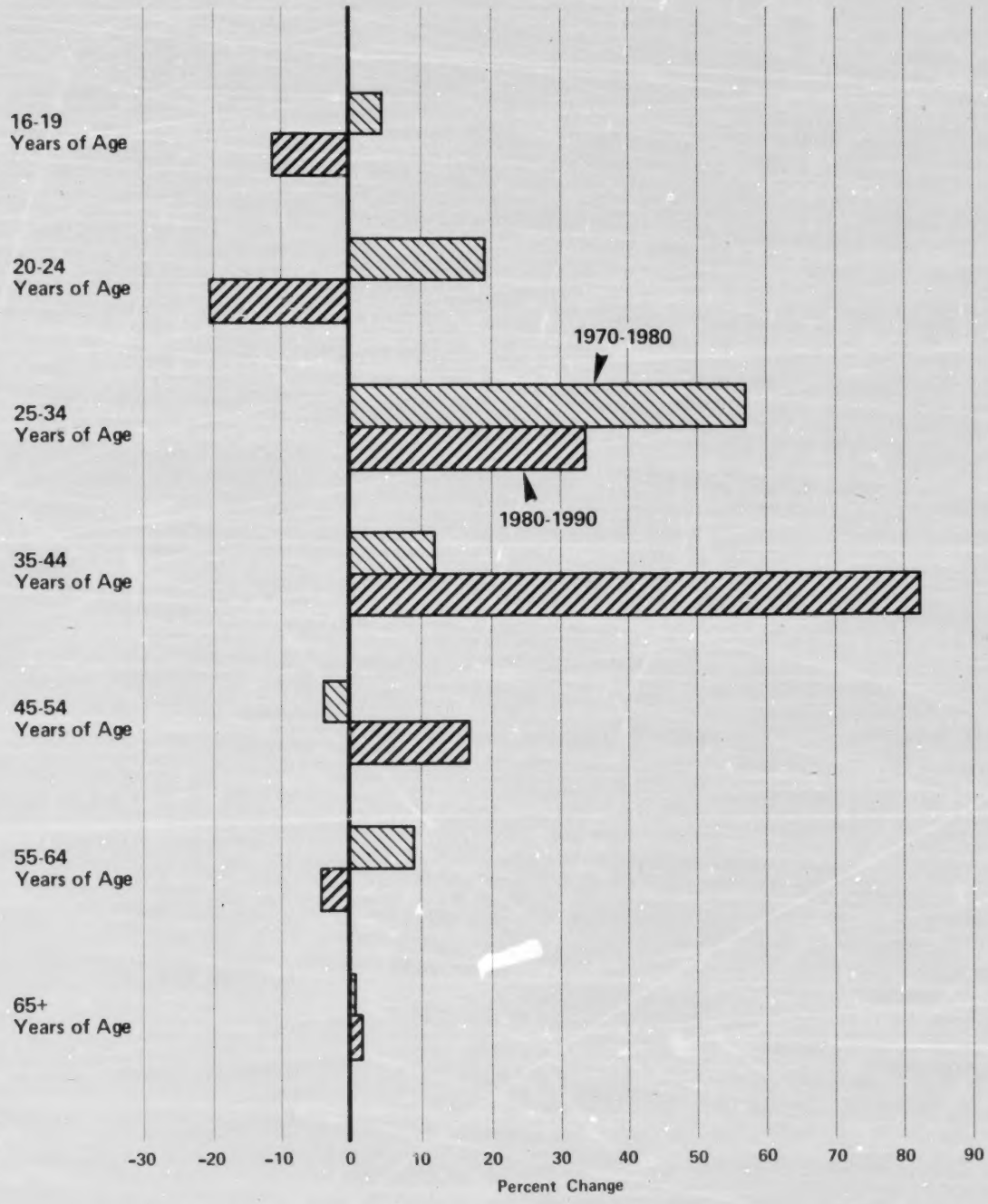
Back in 1960, teenagers accounted for about 7 percent of the American labor force. That figure jumped to 9 percent by 1970; by 1990 it will be down to 6 percent, below even the corresponding ration for 1960. Thus, we are now experiencing the passing of the crest of the teenage wave of population and labor force.

- **20-24 years:** The early twenties are years of substantial ferment, involving the end of the first round of education for most, more permanent entry into the job market, highest rates of marriage

CHART TEN

Two Decades of Labor Force Change

PERCENT CHANGE IN LABOR FORCE BY AGE



as well as top rates of migration. Here, too, there was a very large increase of 35 percent in the labor force in the 1960's; that increase slows down to 20 percent (which is still, however, by no means an inconsiderable upturn) in the 1970's and then reverses completely, as Chart Ten shows, with a 21 percent decline scheduled for 1980 to 1990.

Back in 1960, this group accounted for 10 percent of the labor force, went up sharply to 14 percent by 1970, will go up slightly to 15 percent by 1980 and then fall back to 12 percent by 1990. Thus, for both components of the younger (16-24) age group in the work force, the outlook is for a decline in both numbers and proportions by 1990. This by no means diminishes the importance of the group, since it will still account for almost one out of every five (18%) of the 1990 labor force. It will not, however, be part of the major thrust of the increase in workers between now and the beginning of the last decade of this century.

- **25-34 years:** At this age, there is more stability in work force participation. For men, the worker rates are at the 95 percent mark; and, for women, it is over 40 percent. It is also the largest single age group in the labor force. Migration rates are still high for people in their late twenties, but they taper off significantly for those in their early thirties. This is the group which is showing the largest increase during the decade (57%), and it is scheduled for another large increase of 35 percent between 1970 and 1980.

As a result of these changes, this age group, which accounted for 21 percent of all workers in both 1960 and 1970, will increase its share of the labor force to 26 percent by 1980 and to 27 percent by 1990.

- **35-44 years:** In 1990, this age group will be made of people born between 1946 and 1955. They are the products of the huge increase in births after World War II. Here is where the largest scheduled increase in workers between 1980 and 1990 is going to take place (83%). This will follow a much smaller increase during the 1970's of 12 percent and practically no change at all during the 1960's. This is a jump, too, where worker rates are at about the 95 percent level for men and at about the 55 percent mark for women, where the substantial proportion of their children are still at home and going to school, where migration rates are relatively low. By 1990, this group will account for 1 our of every four workers (25%), a substantial rise from the 18 percent figure for 1980.

- **45-54 years:** Here, too, worker rates are above 90 percent for men and, over 55 percent for women. There is evidence of early retirement among some at the upper ranges of this age group and, in fact, the worker rate for men in this age cohort is projected to fall somewhat between now and 1990. After a small decline during the current decade, this group of workers will go up by 17 percent between 1980 and 1990.

Accounting for about 20 percent of the labor force in both 1960 and 1970, this age group's share falls to 16 percent in 1980 where it will remain by 1990.

- **55-64 years:** Contrary to the experience of those in the 35 to 44 year cohort, this group in 1990 will consist of those persons who were born during a period of substantial downturns in the birth rate, i.e., between 1926 and 1935, the latter year being just about in the middle of the depression decade. They can, therefore, expect a *decline* in numbers of workers of about 4 percent after an *increase* of more than double that amount during the present decade.

A combination of this kind of population effect and a projected significant decline in the rate of their labor force participation will mean that this group will account for 11 percent of the American labor force in contrast to the 13 percent in prior decades.

- **65 years and over:** Finally, at the oldest age classification of the labor force, the changes are small, as might be expected of a sector where the number of workers is comparatively small (a little over 3 million) and where worker rates are scheduled to continue their dramatic decline under the impact of retirement patterns which will be discussed below.

For men of this age, worker rates are expected to fall 19 percent by 1990, down from 26 percent in 1970 and as high as 32 percent in 1960. Women in this age group are the only ones among their sex scheduled to show a decline, albeit small, in their worker rates by 1990, when about 3 percent of all American workers will be 65 years of age and over.

Each of these age vignettes, particularly in the major swings they show in numbers and rates in the work force over a relatively short period of time, carries a story for education, in general, and adult education, in particular. Some of these will be reviewed below, but one of the more telling developments they exhibit is the sharp reversal projected in the average age of the population in the U.S.A. During

the current decade, the median age of workers is dropping by about 3 years. Between 1980 and 1990, it will go up almost 2 years. As was emphasized before, the wave of the younger workers will be cresting in the 1970's. In the 1980's the action shifts, with declines among the 16-24 age cohort and with a surge in the adult groups, particularly those 35 to 44 years old.

One direct and clear connection between education and the age-by-age labor force picture portrayed here can be made at this point with the following example. The projected decline in worker rates for the age group 55 to 64 was noted and it follows similar declines during the past decade as well. A point made in Section II of this Report indicates that labor market participation declined with declining educational attainment, a recent study commented that "Lack of education has also been a factor in the decline in rates among men 55 to 64 years old. In an economy which requires high educational and skill levels on the part of workers, those who lack this 'human capital' are at a disadvantage in finding and holding a job and are more likely to be out of the labor force than better educated persons. Thus, it is not surprising to find that the labor force participation rates for men aged 55 to 64 without high school diplomas declined more rapidly since 1962. . .than the rates for those who completed high school." (*Marital and Family Characteristics of the Labor Force*. April, 1974. U.S. Department of Labor.) The Table 25 data relates to the course of labor force rates among these men.

TABLE 25

Labor Market Participation

YEARS OF SCHOOL COMPLETED	MARCH 1962	MARCH 1973	DECLINE 1962-1973
8 or less	83.9%	70.9%	13.0
9-11	89.1	79.3	9.8
12	90.6	84.9	5.7
13-15	89.1	83.9	5.2
16 +	93.8	87.0	6.8

Also cutting across all of these figures is the story of women who will account for close to 40 percent of all workers in 1990. It was closer to 30 percent in 1960. The number of women workers is projected to total 43-1/2 million in 1990, actually almost double the 23 million figure in 1960. If all of these projections come out as expected—and they are based on a slowing down of the rate of increase in women's labor market participation over the next decade and a half—the net increase in women workers between 1960 and 1990 will have exceeded that for men.

What may even be more compelling is the composition of some of these changes which have far reaching implications not only in terms of their quantitative dimensions, but just as important in the implications they hold for the quality of life. Thus, by far the biggest changes in work participation on the part of women have come among married women, particularly among married women with husbands present, and most particularly among those women who have young children, as Table 26 shows.

TABLE 26

Women in the Labor Force

YEAR	TOTAL	NO CHILDREN UNDER 18 YEARS	CHILDREN 6-17 YEARS ONLY	CHILDREN 3-5 NONE UNDER 3 YEARS	CHILDREN UNDER 3 YEARS
1960	31%	35%	39%	25%	15%
1965	35	38	43	29	20
1970	41	42	49	37	26
1973	42	43	50	38	29

While labor force participation has advanced considerably among all groups of these women, percentagewise the biggest upturn has occurred among those where the presence of very young children exercises the most restraint on such participation, i.e., among those whose children are under 3 years of age. Among them, worker rates just about doubled in the last dozen odd years. Among those women whose children are 3 to 5 years and therefore still of pre-school age, the worker rate now approaches 40 percent.

Rising educational attainment, the shift toward more employment opportunities in the white collar, service producing sectors of the world of work, the opportunity to add to personal and family income, the pressures of increasing costs of living, the chance to realize the potentials of her own career and personal development—these and many other factors have combined to generate the emergence of the woman as an increasingly important force among the nation's workers.

At the same time, all this has also meant that by 1973 a total of a little over 26 million children under 18 years of age had mothers who were in the labor force, and more than one out of every five of those children were of pre-school age.

LIFE, WORK AND LEISURE

In a previous section on technology, it was noted how increasing productivity can serve to increase the choices of a nation and its people in how to deploy time and resources. How those options have changed because of even more fundamental changes in the very span of our lives is depicted in the Table 27 summary,

TABLE 27

Life Span

YEAR	LIFE EXPECTANCY		WORK-LIFE EXPECTANCY		YEARS OUTSIDE LABOR FORCE	
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
1900	48.2	50.7	32.1	6.3	16.1	44.4
1940	61.2	65.9	38.3	12.1	22.9	53.8
1950	65.5	71.0	41.9	15.2	23.6	55.8
1960	66.6	73.1	41.4	20.1	25.2	53.0

Source: Wolfbein, S.L. *Work In American Society*. Scott, Foresman, 1971, pp. 169-71 and Chapter 10.

which shows trends which will surely rank as a hallmark of the first half of the twentieth century.

What happened was an increase in both the amount of years we spend as workers and in the amount of years we spend outside the labor force, partly in growing up and going to school, partly in retirement in the later years. To be able to increase both is quite a feat and was made possible by the increase in our total life span. A baby boy born at the turn of the century could expect to live to about 48; by 1950, more than 17 years had been added to his life expectancy. About half of that increased longevity went to labor force activity, half to time spent outside the labor force at both ends of the age scale. A baby girl born in 1900, could expect to live to just under 51; by 1950, more than 20 years had been added to her life expectancy. A little less than half of that added longevity went to labor force activity, a little over half to time spent outside the labor force.

The results, of course, have been almost incalculable in human and other terms. Instead of dying with their labor force boots on, men now average lifetimes which see them through increasing retirement years. More time is available for an investment in education which can see returns over a much more extended period of time; families' expectations now are that the male breadwinner will not disappear at critical times in the families' development; the manpower resource is about a third higher than it was in 1900, involving literally millions of manyears of work. And men can still average about a quarter of a century outside the labor force altogether. The story is even more dramatic for women in percentage terms; during the first half of this century, their working years actually tripled while the years they spent outside the labor force went up past the fifty year mark and which accounted not only for their time as children, students and older persons, but also for the time they spent having children and raising a family.

Between 1950 and 1960 a new development occurred among the men. For the first time, the additional life expectancy was more than counterbalanced by an increase in years spent outside the labor force, so that work-life expectancy among men actually declined. The decline was small, as the table indicates, but it was a *decline*. Increasing school attendance in the early years, increasing retirement in the later years combined to produce this effect. For example, between 1950 and 1960, the rate of retirement for men in their 65th year of life actually tripled. Women, however, continued their way into the work force. By 1960 they were averaging 20 years of their lives as workers, a 33 percent jump in a decade, and so big that it counterbalanced their gains in life expectancy and brought about, for the first time this century, a reduction in the number of years they spent outside the labor force.

The official figures on these parameters are still not available for 1970, but any review of what has happened during the 1960's (and, in fact, during the first part of the 1970's) leaves no doubt that there has been a continued decline in the length of working life among men and a continued increase in the length of working life among women. The projections presented in this section portend the same developments through 1990.

There also appears to be emerging another interesting dimension to the working life of men in the form of part time work. It already has been noted that the early years of labor force activity are combined with schooling more and more, and the older years are being spent in increasing proportions as part time work, often as part of preparation for retirement. The latest data show that a man beginning his work career at age 20 can expect to spend over 10 percent of his working life in such part time labor force activity. Additional time outside the work place, of course, also has become available through collective bargaining arrangements providing for increasing time off for vacations and holidays.

The result has been been an increase in still another dimension of our lives, the time available for leisure activities. About 1 out of every 5 dollars of an urban wage and clerical worker's food budget is spent on "eating out", travel both here and abroad is nearly universal; the national parks, resorts, concert halls,

museums are crowded, as are the highways—fuel permitting.

All of this is not to say that work is on its way out. In fact, the evidence is to the contrary. There is dissatisfaction with jobs (although there is no evidence that dissatisfaction has increased over what it was a generation or more ago). New formats are taking place in response to this dissatisfaction, e.g., in changing schedules of working hours, in increased participation in some sectors by workers in the design and pace of their work places. However, labor market participation—work and the income it brings to buy the goods and services (including leisure) needed and wanted—is still the mode. As has been noted a number of times, worker rates are well up in the 90 percent range in the central age groups among men, and it has been increasing phenomenally among women across the board. Five million persons a year still moonlight, and many workers even make more income by working part of their vacation time either in their own plants or elsewhere.

What then are the prospects for the life-work-leisure time chain in the years ahead? The answer appears to be in a critically important development of central significance to education, in general, for adult education, in particular.

What is emerging is a blurring of what, from time immemorial, has been considered the three stages of life, each of which has been considered sequential to the other in an almost lockstep manner. The first is growing up and being "educated," followed by a number of years "at work," followed by a number of years in "retirement." Substantial numbers of persons have been and are already breaking out of that mold—by going to school, working, then returning to school, perhaps both going to school and working, making a permanent entry into the labor force but then taking sabbaticals (steel-workers get them as well as academicians), taking time out to update their education, particularly in the professional and skilled endeavors, where continuing or recurrent education and training are necessary under conditions of technological change, retiring from one field or career and entering another, etc., etc.

Review the developments discussed in this Report, the burgeoning educational attainments of the population and labor force generally, the upending of our occupational and industrial structure, the continuing emphasis on technological development, the importance of maintaining a stance of flexibility in response to technology as well as geographic change, the vantage points being provided by rising levels of living, the thrust of population and labor force change currently and in the forseeable future, the kinds of preparation needed for work itself, the kinds of preparation needed and demands generated for leisure time activities, the stress on the qualitative aspects of our lives and our environment—and the huge numbers still left behind. Then consider the potentialities and promises of policies designed and programs formulated in the arena of adult education responsive to these developments. It then becomes clear that such are a necessary condition for progress on the general economic, as well as the individual human-front as we move to the end of the twentieth century.

Section II

A FOCUS ON THE CLIENT

INTRODUCTION AND RECOMMENDATIONS

When the National Advisory Council on Adult Education was established by federal legislation, its members and staff sought to get a "fix" on the adult education scene. While the scope of the Council was not narrow, it was clear that the Congress intended that the first priority of the Council was to survey the activities in adult basic education programs funded by federal appropriations. This involved not only looking into the numbers of persons outside the classroom who were 16 or over and who lacked an elementray or high school education, but also finding out what kind of persons these were.

It soon became apparent that a good many of the Council's questions were leading to the conclusion that more information was required to provide adequate answers.

In a general way, it was apparent that facilities were not adequate to serve the entire "market" and that, while resources could not meet the demand in some areas, there was no universal clamor on the part of illiterate adults for the opportunity for free basic schooling. If we looked at adult basic education as a "marketing problem," it seemed sensible to learn as much as possible about this market, and also to look for indications that the product, Adult Basic Education, might not be packaged and advertised in the right way "to sell" in its market.

Units One through Nine in this section provide base-line information about the people who are eligible for ABE programs and about the degree of their participation. The information was compiled from state program and financial reports for fiscal year 1971, Bureau of Census publications, National Institute of Education material, U.S. Office of Education statistics, and studies conducted by the Council.

Units Ten through Fourteen highlight selected Council publications and specific Research Committee studies.

The following recommendations are made by the Council and the need for their implementation is documented in this section:

1. A problem of national magnitude exists when 54 million adult citizens in America strive to function in society without the minimum skills of a secondary education.

In order to provide adult elementary and secondary education completion opportunities through a specific concentrated national thrust, an increased federal appropriation is needed in concert with expanded state and local commitments.

The National Advisory Council on Adult Education recommends that the Congress of the United States appropriate four times the present level of state grant funding.

2. If program, planning, proper accountability and assessment are to take place, a much improved U.S. Office of Education information-gathering instrument is necessary before an adequate analysis on job related separations can be made.

The Council recommends that education planners at all levels develop ways of isolating program separation factors for adult students as well as developing techniques for determining the unique "holding power" of successful local and state programs.

3. Certainly a desire to reduce welfare lists and increase employment must be a common objective among all the states and ABE is clearly a tool to encourage this change.

The Council recommends that state plans require of local programs a concentrated effort on identification of potential ABE students who are welfare recipients and assign a high priority to the enrollment and retention of these individuals in adult education programs.

The Council recommends that the administering agency for the state plan develop cooperative agreements with state welfare and public assistance agencies in order to provide increased educational opportunities for those persons on

welfare or assistance roles. A study of successful recruitment plans for welfare recipients should be made and the ingredients of successful programs should be identified and disseminated.

4. The undereducated adult in a correctional institution has to be a most likely candidate for ABE study. Society in general stands to benefit, as well as the individual. Accordingly, the adult educator should give priority to attempting to learn what steps and procedures are followed in exemplary states.

The Council recommends that each state legislature charge the state agency administering the Federal Adult Education Act with the responsibility of providing individuals in correctional institutions every type of adult education opportunity which may be of benefit in the rehabilitation process.

5. Whether by accident or design, the age of the adult education student in the federal program is getting lower. This point is confirmed by the state directors' reports.

The Council recommends curriculum designers tailor their primary offerings and methods to those who still have much of their adult working future before them, and to offer a learning environment compatible with the life style of this age group.

6. The Council assumes that a primary goal for each adult educator is to aspire to equalize educational opportunity for minority groups and individuals who are disadvantaged educationally by reason of race or economic conditions.

Data relating to minorities and ethnic groups, who are in the ABE program or part of the target population to be served, are far from adequate.

The Council recommends that an improved information gathering system be devised at the national level to provide clear and relevant information on minorities and ethnic groups enrolled and eligible for adult education services.

7. Unit VII in this section examines and compares female and male enrollments in the federal adult education program. The examination only provides raw figures on those enrolled and raises questions needing solutions if future planning is to be properly implemented.

The Council recommends that local and state education agencies, state advisory councils, the U.S. Office of Education, and the National Institute of Education seek answers through research and special studies to the following points:

A. Are adult and adult basic education programs oriented directly and/or indirectly to women?

B. Are ABE teachers primarily women?

C. Is the American male without the completion of secondary education more reluctant to enter adult education programs than his female counterpart? If so, why?

D. With significant numbers of women attending ABE programs, what curriculum thrusts should be made or refashioned?

E. How can adult educators improve recruitment techniques?

F. Should the program adjust to having more women or seek to recruit more men?

8. Faced with constant movement, grinding work over long hours, health problems, and a degree of language difficulty, the migrant worker is an obvious client group for adult education. Only if the adult education adapts itself to the migrant worker are they likely to use that learning opportunity.

The life of sheer nomadism makes it difficult to provide educational services to the migrant and his family. Information about the migrant is insufficient for use by educational planners.

The Council recommends the establishment of a special agency task force under the direction of the U.S. Commissioner of Education for the purpose of enhancing educational and allied services for the migrant worker. The special agency task force shall have membership from the U.S. Office of Education, Department of Labor, Department of Commerce, and the Department of Agriculture.

9. The receipt of federal funds by the state, well into the fiscal year, has created uncertainty at the local program level. In far too many cases, classroom units of instruction in adult education were postponed. Without advance lead time on federal program dollars, state financial planning is difficult. Program effectiveness is curtailed when appropriations are not known or not made in advance of the year in which they are to be utilized.

The Council recommends that Congress implement the concept of federal forward funding of education programs. The inconsistencies and disparities in the records discussed in Unit IX indicate that the U.S. Office of Education has failed to establish a national yardstick or base level of expenditure for adult education.

It seems apparent that basic educational opportunity for adults varies widely according to the students' residence.

The Council recommends that the U.S. Office of Education, the National Center for Educational Statistics, and the National Institute

of Education combine their research and reporting endeavors to probe the numerous questions associated with the cost factors of adult education.

The Council recommends immediate steps be taken by USOE to improve the Annual Expenditure Report Form for the State Grant Program.

The program reporting form and the expenditure form must be appraised together in order to examine relationships between dollars spent and aggregate hours of membership between matching dollars and federal funds, and to find cogent answers to expenditures and financial requirements.

UNIT I

ABE Enrollment - FY 1971

TEXAS AND CALIFORNIA REPORT LARGEST ENROLLMENT

In the diverse efforts of states to provide basic education for adults, two of the largest states, Texas and California, ran to a virtual photo finish in FY-71 federally funded ABE program enrollments. At the same time, certain medium-size states, those grouped in USOE Region IV, registered almost twice as many adults for ABE as the next highest section of the country.

Leading the field, Texas (fourth most populous state in 1970) enrolled 57,439 adults. California, the nation's largest state, one-quarter bigger in 1970 than 1960, registered 57,278. Taken together, these two states accounted for almost one-fifth of the nation's ABE enrollment of 620,922.

In Texas, 22 percent of the adults 25 years of age and older had completed less than eight years of school; for California, the percentage was half as much. The composite Texan had a median of 11.6 years of school completed; the California, 12.4 years. Texas enrollments consisted mostly of whites (43,144) and blacks (14,001). The Spanish American ethnic group was reported as white.

In California, registrations included 29,443 whites, 4,696 blacks, 10,253 Orientals, and 12,600 "other" (Chicanos and other ethnic group members). These states have almost identical black populations; California has 1,138 more blacks than the 1,399,005 blacks in Texas. Yet the Lone Star State enrolled three times as many for ABE classes.

If the fourth and first states in over-all population finished 1-2 in Federal ABE enrollments, what about New York (second largest) and Pennsylvania (third)? New York, 12,691 enrollments in the federal ABE program, which suggests other adults were registered in purely state-financed ABE programs. However, the Office of Education's report form for FY-71 did not solicit this kind of information. As for Pennsylvania, several figures for that state were not reported in the 1971 summaries.

Understandably, less populated states enroll far fewer adults in ABE programs. North Dakota (46th in the 1970 population ranking) registered 955 adults. Alaska, least populous of all, signed up 821. But Alaskan figures offer a surprise. For "Aggregate Hours Membership" (the sum of the hours present and absent of all ABE students when classes were in session), Alaska totalled up 624,299 in FY-71, substantially beyond 20 other states.

REGION IV HAS OVER ONE-FOURTH OF ABE STUDENTS

Figures gleaned from eight of the Office of Education regions (states in two regions submitted insufficient data) reveal some provocative contrasts. Chief among them is Region IV's registration of 173,594 men and women, out of the national total of 620,922.

The eight states of Region IV include 15 percent of the U.S. population, but they enrolled more than one out of four adults opportunity in the Federal ABE program. The next highest total occured in Region VI (Arkansas, Louisiana, New Mexico, Oklahoma, and Texas) - 93,934 registrations. Added, these two regions accounted for 43 percent of the national figure.

Region IV accomplished this result despite considerable educational disadvantage compared to the national norm. In its eight states, 23.6 percent of the adults over 25 had not completed eighth grade. Nationally, the average is 15.5 At the same time, while the national median of school years completed in 1970 was 12.1, Region IV's median stood at 10.6 years. This was the lowest among all regions. The next lowest, Region VI, had a median of 11.4 years. In the face of these evident deficiencies, it would appear that Region IV attacked the problem of enrollment with unusual skill or energy.

America's ninth largest state, Florida, ranked third in ABE enrollments (44,358) while Georgia wound up fifth, with 25,953. It is additionally noteworthy that the eight states of Region IV enrolled 90,736 blacks, 44 percent of those registered nationwide. Florida, one of fourteen states in which

more blacks than whites signed up for ABE classes, enrolled the highest number of black students, 19,081.

ENROLLMENTS BY GRADE SHOW NO CLEAR PATTERN

The state directors' reports for FY−71 reflect the number of each state's enrollment in grades 1−3, 4−6, 7 and 8. Once again, consistency is hard to track.

In the primary level (1−3), a remarkable spread occurred — from 7.6 percent in Montana and South Dakota to a high of 62.1 percent in Illinois and, setting a record, 84.2 percent in the Trust Territory of the Pacific. One out of four students in Region IV were enrolled at grade levels 1 to 3. Percentagewise, Region X started with the least pupils at that lead — 16.7 percent. Region IX started the most in percentage terms (42.6). How can one account for this spread? Available figures don't help.

Typical of the puzzling questions in these reports is that Illinois' Federal ABE program led all others in enrollments in grades 1−3, and by a distinct margin. Yet five other states surpassed Illinois in male adults over 25 who had completed no school as of 1970 and, therefore, would have qualified for ABE, while four other states exceeded it in the same category for females.

For grades 4−6, the low-to-high gap is not so large. On the low side, some 18.7 percent of New Mexico's 5,474 enrolees were slotted in those grades. Illinois was second (21 percent). At the other end of the scale, Alaska educators counted 45.9 percent of their 619 adult students in the intermediate grades.

At the advanced level (7 and 8), most states seemed to have the bulk of their enrollments. In fact, 26 said that 40 percent or more of their students were in grades 7 and 8. Illinois was the low state (16.9 percent in grades 7 and 8). The highs range from 58.6 in Oregon to 66.3 percent in New Mexico.

MEMBERSHIP AND INSTRUCTIONAL HOURS: SOME PUZZLING FIGURES

A dozen states reported insufficiently on their FY−71 experiences in these categories.

In this more complex set of categories, states indicate aggregate hours of membership in ABE classes, average hours of membership per person (the aggregate divided by total enrollment), and the average hours necessary to complete primary (grades 1−3), intermediate (4−6), and advanced (7−8) stages.

As a benchmark, per-person membership hours nationally averaged out to 184. Yet the national average for completing 1−3 was 201 hours, for grades 4−6, 202 hours, and for 7 and 8, 162 hours to complete. Evidently, the individual starting and staying with a program for 184 hours (investing 6 hours a week) would not have finished the average 201 hours of instruction to complete 1−3 in that fiscal year. Can one infer that an adult in either of the first two levels would have to attend for longer than one year, or accelerate weekly class activity? Should an adult be obliged to invest more than one year to complete those primary grades?

Against this background, some state totals merit attention, Florida had 15,481,111 hours membership for 44,358 adults. However, the enrollment frontrunner, Texas, added up 7,805,569 hours.

As for average hours of membership, per person, in an ABE program, the totals vary considerably. Nevada reported its average at 33 hours. Why such a low "stay-in" figure, in comparison with the national average of 184 hours and large figures from several states—Utah, 775; Alaska, 760; and Vermont, 600? True, Nevada has a small population spread over a large area, but so does Alaska. A possible explanation for some of these figures is that the data gathering instrument used to obtain hours of membership is not completed in the same manner by each state.

Variations persist in instructional hours for the respective grade levels. In grade 1−3 level (national average: 201 hours) Nevada estimated it took 83 hours to complete that level. Connecticut reported 91 hours, Oregon estimated 618, eight times as high as Nevada's figure. How different could their respective instructional approaches be? How factual are the state reports? Are there reporting failures in USOE Form 3058?

Looked at more precisely, the Oregon summary showed an average hours membership per person of 105, one-sixth the hours needed to finish grades 1−3 in that state. Oregon also reported 635 hours for finishing grades 4−6, and 495 for 7−8. Using the average of those three (583), one determines that if all Oregon's 5,172 registrants stayed with the program all year, the state could have reported more than 3,000,000 aggregate hours, rather than the actual 543,342.

For grades 4−6, average instructional hours varied from less than 100 to 400 and more (national average: 202). Arizona computed its average at 71 hours; Connecticut, 98; and neighboring Massachusetts, 401. Once again, how different were the techniques of these neighbors? At the high end, Oregon led once more, among the states, with 635 hours, while Samoa reported an average of 985 hours to complete grade level 4 through 6.

In both instances, 1−3 and 4−6, enrollees had to complete three grades. Meanwhile, advanced students

had two grades, 7 and 8. With the basics accomplished, it is possible that a student could devote more time to self-instruction, and hence be faced with less in-class hours, a point suggested by the national average of 162 hours (compared with 201 for 1–3 and 202 for 4–6). In the 1971 state report forms, a disconcerting spread turns up. It carries from lows of 60 hours in Delaware and 62 in Arizona to a definite peak of 495 in Oregon. It only complicates the analysis further to recognize the disparity within the states of Region IV, the enrollment leader. Against a region-wide average of 157 hours, the individual reports for grades 7 and 8 ran from 90 hours in North Carolina to 200 in Georgia and Kentucky. Why 90 in one state and 200 in states next door? The adult educator needs to deepen his understanding of the respective programs in those three states and, indeed, in all the states and territories. Possibly the practices of one state can tutor others. But at the moment, those specifics are only a matter of conjecture. The data are lacking.

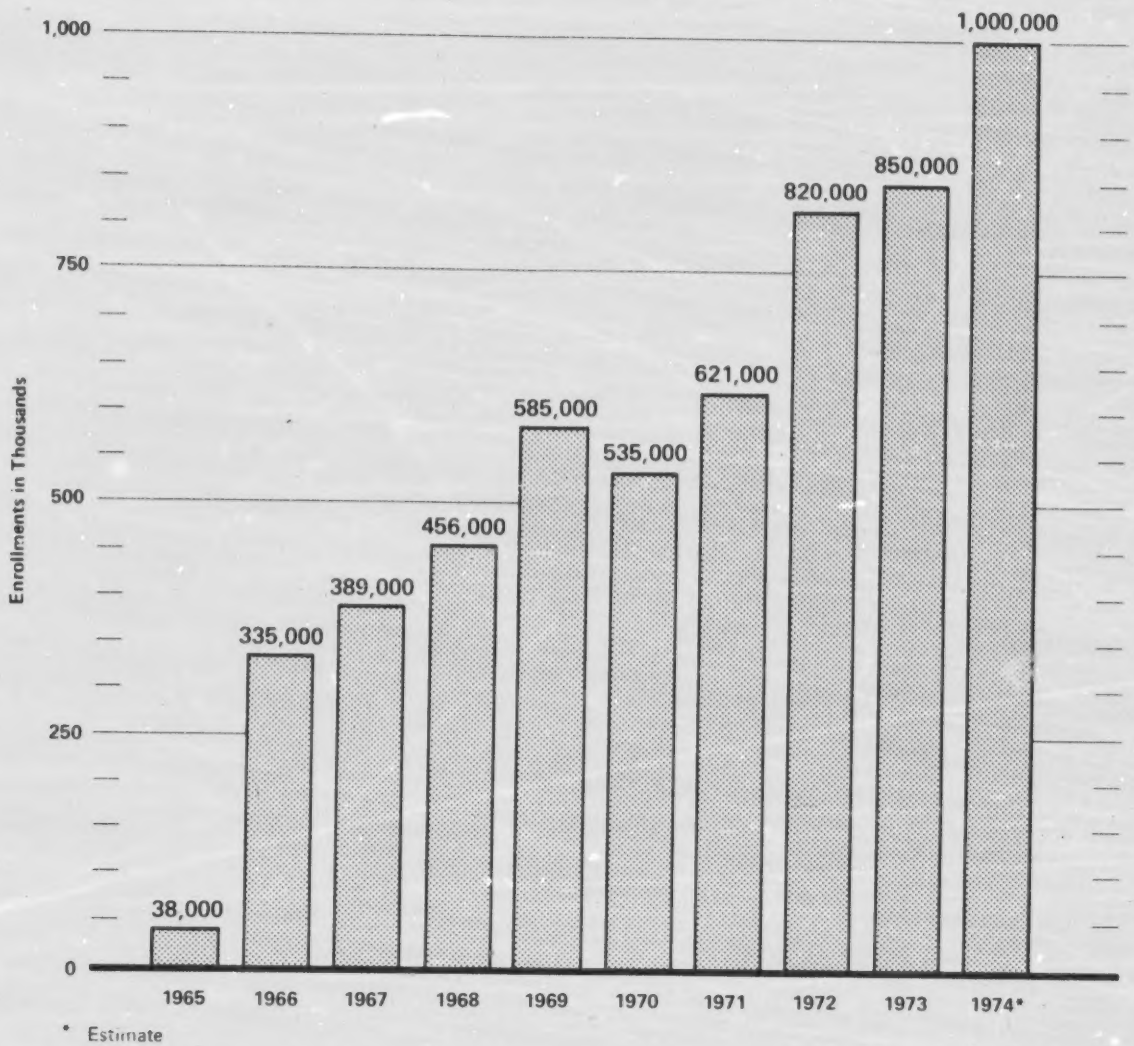
In the school year 1971, a total of 620,922 students enrolled in the federal adult basic education (ABE) program.

In Section I, of this publication reference is made to over 54 million people of working age, the 1970 census found, not enrolled in school and without completion of high school.

That eligible target population has only been

CHART 1.

Federal Adult Basic Education Enrollments, 1965-1974



* Estimate

scratched by the federal ABE program. According to reports furnished the National Association for Public Continuing and Adult Education, no significant numbers were added to enrollment figures beyond those in the federal program through state, and local effort.

FEDERAL FUNDS FOR A NATIONAL PROBLEM

With a target population of 54-1/3 million adults without completion of secondary education not enrolled in school, it becomes very clear that American education is confronted with a major deficiency in learning.

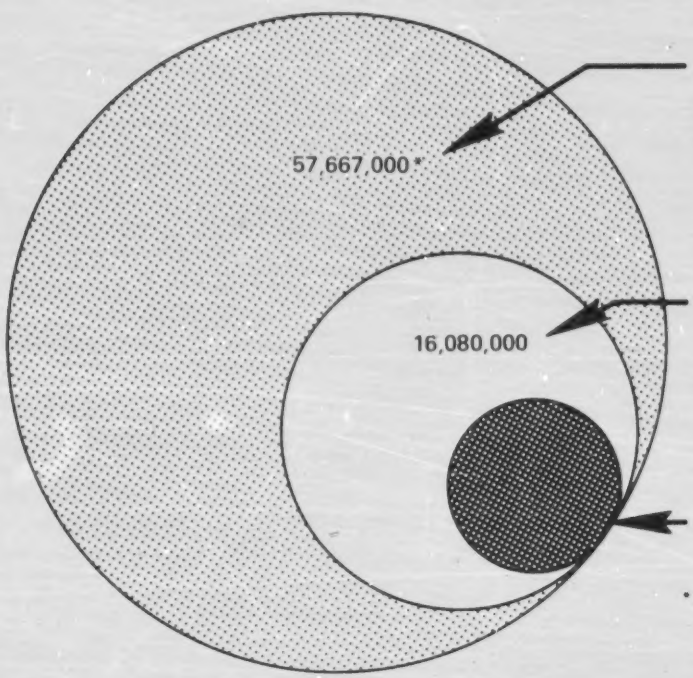
It appears that states cannot solve by themselves the educational problems of over 54 million adult Americans who have not completed their secondary education. While federal funds have encouraged large strides in providing adult basic education programs, only a handful of those eligible and ready have been reached. The evidence indicates that state and local educational institutions respond to federal funds and priorities.

In order to provide adult elementary and secondary completion opportunities through a specific concentrated national thrust, the National Advisory Council on Adult Education recommends that the Congress of the United States appropriate four times the present level of state grant funding. With 54 million adult citizens in America striving to function in society without the minimum skills of a secondary education, the problem is one of immediate national concern. The deficiency crosses state lines and affects the entire nation.

The appropriation of $200 million, in concert with state and local funds, should provide the first major step toward a high quality education for the nation's educationally disadvantaged adult.

CHART 2.

Relationship of Populations



TARGET POPULATION – 1970 CENSUS
16 years of age & older, NOT enrolled in school with less than the completion of secondary education.

Adults over 16 years of age with LESS than an eighth grade education.

3,826,000 ABE Participants cumulative 1970-1974

* Includes adults living overseas as civilians, armed forces personnel overseas, and individuals in penal institutions.

UNIT II
Why Students Leave ABE Programs

The USOE Annual Program Report for Adult Basic Education (OE Form 3058) required information from state departments of education on reasons for separation from the Federal ABE program in FY-71. On the form, several reasons for separation can be checked or additional reasons supplied by the State Director. The Council was interested in identifying percentages of enrollees who terminated the program for reasons of employment, job training, job change, or other reasons. Many enrollees successfully completed the program and then found employment, made a job change, or entered job training.

The purpose for the Federal Adult Education Act includes: ". . .to make available the means to secure training that will enable them (adults) to become more employable, productive, and responsible citizens."

Examination of state reports shows that some change has taken place in the percentage who have separated for emplomeni, job change, or job training reasons since 1967. In 1967, these three separation reasons totaled 9.9 percent. The highest year reported was 1969 with 12.9 percent. In the five year period of 1967 through 1971, 282,789 ABE enrollees separated for employment, job change, or entered job training.

Nationally, in 1971, 6 percent of the students enrolled separated because they found employment, 2.9 percent left due to job training while 2.7 percent underwent a job change.

The following table shows how jobs have affected separation.

U.S. Fiscal Years 1967 – 1971

	1971	1970	1969	1968	1967
Found Employment Job Change Entered Job Training	11.6%	11.7%	12.9%	10.3%	9.9%

In 1967, 1.6 percent of the enrollment separated because they entered job training. That figure had increased to 2.9 percent by FY-71. Many of the ABE students were employed and in the program in order to increase academic skills.

During FY-71, a unique circumstance occurred in one section of the nation. Almost one out of every individuals enrolled in an ABE program left for one of three work-related reasons - finding a job, going into a job training program, or changing jobs. This situation, reported from Region VII (Iowa, Kansas, Missouri, and Nebraska), was distinctive because these separations so substantially exceeded the percentages reported by all other regions. It was in contrast to the national average of one job-associated separation for every eight registrants. Iowa led its region and the nation: 33.7 percent of its 10,421 enrollees left because of job factors.

For comparison, the neighboring section to the south and west, Region VI (Arkansas, Louisiana, New Mexico, Oklahoma, and Texas), recorded the least separations of any region for these same job reasons.

Why this considerable contrast between adjacent regions? Why did Iowa exceed all other states in these separations - and, while questions are being raised, is this result a positive or negative accomplishment in the sight of ABE's objectives? Perhaps significant numbers of enrollees in some states were employed. Census information shows that nearly 50% of the target population is employed in the labor force (refer to Labor Force charts in Section III). These questions warrant more analysis than information in hand can facilitate.

THE FEW FACTS AT HAND POINT UP THE NEED FOR MORE

Obviously, the state adult education director must know how many individuals leave the program, and why. But even before ABE classes begin, the director should want to know why adults have signed up. What are the motivating forces? Do students want a better job? Or do they aim at improving their formal educational level? Or is it a bit of both?

The fact that the nation's 25th largest state, Iowa, led all others in the percentage of job-associated separations sets up some persistent questions.

What, if anything, did Iowa's FY-71 ABE program have to do with its separation rate of one in three registrants? Possibly this program was heavily job-oriented; perhaps its staff made strong efforts to key in to the job needs of enrollees through instruction, counseling, and placement. Perhaps it was also a factor that in this particular farm-belt state, adults would tend to answer the call of the planting and harvesting seasons. Unfortunately, the USOE annual report form sheds no light on these questions.

To look more closely at the figures, one in five Iowans cut short their ABE instruction to take a job. One in 12 left for job-training programs; one in 17, for a job change. Iowa's average hours of membership per person (72 against the national average of 184) encourages the inference that many Iowans left well before instruction ended. That state estimated a need for 140 hours of instruction to get a student through grades 1–3. Recalling the national average of 201 hours, one might conclude that the state had the ability to move students through those grades relatively quickly.

But Iowa's demographic characteristics refuse to allow any other easy inferences. Not surprisingly, 43 percent of its working population lives in rural areas. But only 12.5 percent of its adult employees work on farms. The state's unemployment rate of 3.5 percent fell below the national figure of 4.4. Only 3.3 percent of its citizens were on public assistance (national: 5.3 percent), and a below average number of Iowans were making incomes less than the poverty level (8.9 percent, compared with 10.7 percent nationally). The citizenry seemed relatively better educated - 12.2 median years of schooling (national: 12.1), while 59 percent had completed high school, above the national level of 52.3.

Why should there be such a disparity of separation percentages as existed between Iowa and fellow Region member Kansas? With one exception (Pennsylvania), Kansas recorded the lowest separation rate of any state (5.5 percent, contrasted to Iowa's 33.7 percent). There is an interesting, further distinction between these states. With 2,249,071 people, Kansas enrolled 4,002 adults in FY-71, while Iowa, with a population of 2,825,041, registered 10,421 - two and a half times as many.

In West Virginia, squarely in the middle of the Appalachian distress region, 17.2 percent of the 12,043 registrants left for jobs - in a state where unemployment rode at 5.1 percent, compared with the national level of 4.4, and where welfare payments were going to 72.4 citizens per 1,000, a rate exceeded in only eleven other states.

In Idaho, one in five separated for a job or for a job training program; Idaho was second only to Iowa in percentage of departures for the latter reason. In contrast, only 0.4 Puerto Rican adults left for job training, an enigma when one remembers the well publicized efforts of Operation Bootstrap. Does this mean that Puerto Rico had little or no job training to offer adults? That same question might be raised about Tennessee and Hawaii (0.5 percent departures) and about New Hampshire, Oklahoma, and Arizona, all with 0.7 percent separations for job training.

There must be a story, too, in Nevada's experience, with its 33 hours of average membership in the ABE program per person. One might expect a sizeable percentage of job-related separations. If Nevadans left, it was for other reasons - only one of eight stopped for any job-associated factor, the exact national average.

Among the states' individual figures on job change separations, Wyoming led - 8.2 percent of its 1,009 enrollment. On the other end, several states reported no separations at all for this reason (New Jersey, Kentucky, Colorado, and Guam). Among those recording an actual number, Kansas was low. Only 0.5 of the 4,002 registrants left to change jobs.

THE REGIONS ALSO OFFER PUZZLING FIGURES

Among the ten USOE regions, Region VII, once again, was high with 23.5 percent separations for job reasons - almost one in four of the region's total registration of 29,810. Region X (Alaska, Oregon, Idaho, and Washington), ranked second highest. One in five cited job factors as the cause for leaving. Meanwhile, at the low end of the scale, Region VI (Arkansas, Louisiana, New Mexico, Oklahoma, and Texas) came in with a percentage of 7.9, or one adult in twelve, out of 93,934 registered. Texas, with the highest total enrollment, reported a separation percentage of 7.6.

One might well wonder what caused the consistently low job-related separations from the five states of Region VI. The highest single percentage reported by any of its states came from Arkansas - 5.9 percent separations for a new job (the national norm: 6.0). In FY-71, were there less job options in that region? Were ABE programs geared in some common way to hold on to adults more tightly than seems to have been the case in other regions?

The Office of Education report form OE 3058 was revised in March of 1972 and included an expanded section (Part B) on Reasons for Separation.

Responses on the new form have not been fully tabulated by the Adult and Vocational Surveys Branch of the National Center for Educational Statistics, and new trends on separations can not be assessed until all states complete the same set of forms. The Council believes that the new form, which was implemented in 1972, is not adequate and needs additional modification.

If program planning, proper accountability and assessment are to take place, a much improved USOE information-gathering instrument is necessary before an adequate analysis on job related separations can be made.

The Council recommends that education planners at all levels develop ways of isolating program separation factors for adult students as well as developing techniques for determining the unique "holding power" of successful local and state programs.

UNIT III
Students and Welfare

The 1968 and the present Annual Program Report form solicited information on the number of ABE students who were welfare recipients. The form presently in use by states requests information on those enrolled who were receiving public assistance.

Any assumption that the typical welfare recipient is an unlikely candidate for formal education is dispelled quickly by a review of the FY-71 state ABE program reports. As partial disproof:

> In 43 states, the percentage of persons on welfare among ABE enrollees exceeded the national average of 5.3 percent of all American income families receiving assistance.
>
> In 42 states, adult students on welfare represented a larger percentage than the proportion of welfare families in the respective states, a figure ranged from a low of 2.4 percent in Indiana to 11.1 in Mississippi.

Such traces of consistency are useful, but questions in a further appraisal become numerous. Did it automatically follow that the state with the highest percentage of welfare recipients among ABE students was also the state with the greatest ratio of families receiving assistance? No. In Illinois, one ABE student out of three received welfare. Yet only one Illinois family in 25 was on welfare, less than the national pattern of one in twenty. Then, would you expect that the state with the greatest proportion of welfare recipients would also have had a big percentage of recipients among ABE students? If so, you would be wrong. In Mississippi, more than one family in ten was on welfare in FY-71, but only 1.9 percent of the 13,902 ABE registrants received aid - one of the lowest percentages.

WELFARE DIFFERS AMONG STATES

"Welfare" had become a significant response to poverty in America well before 1971. And certainly poverty had long been established as a pervasive problem.

In 1970, almost 14 percent of all individuals in the nation found themselves below the poverty level - 10.9 percent white, 35.0 percent black. As the Census decade ended, per capita income was estimated as $3,921. In a further computation, officials figured that the poverty level for a non-farm family of four was $3,968. With those totals in mind, note that some 7,770,000 American families (out of 51,168,599) earned less than $4,000 that year - one family in seven.

Welfare has been fashioned as a society's response to the disadvantaged. In the general assistance program, eligibility criteria differ from state to state. Seemingly, this parallels the further fact that the 1971 Federal ABE reports show so few common patterns, state to state, in this welfare category. Still, a study by System Development Corporation in ten states offers an interesting clue to a pattern. SDC interviews with 1,400 individuals showed that during the fall and winter of 1971-72, one out of four ABE students was receiving welfare or public assistance.

THE STATES: DID ILLINOIS RECRUIT WELFARE STUDENTS?

Among the states in FY-71, Illinois reported the highest percentage of registrants receiving welfare (35.0). Yet only 3.9 percent of Illinois families were on welfare. Illinois had far and away the largest percentage of enrollment in the primary grades (1–3), 62.1 percent of its 27,809 students. Perhaps this state had a unique approach to its ABE program, seeking out the economically disadvantaged with little or no previous formal education.

Second to Illinois was the District of Columbia with 33.4 percent of its ABE students receiving welfare payments. Third came Utah with three students in ten on welfare. Again, the state was below average in its percentage of families receiving assistance, with 4.7 percent. Then, other states came in with substantial figures, showing that one out of every four or five adults students was on welfare - Arkansas, Oklahoma, Iowa, Idaho, Oregon, Washington.

In actuality, thirteen states reported that at least 20 percent of their enrolled adults were getting welfare payments.

States with the highest percentages of families on welfare did not necessarily have equivalently high percentages of welfare recipients among their ABE students. In Mississippi, 11.1 percent of its families

were getting aid, yet only 1.9 percent of the ABE students were listed as being on welfare. In Louisiana, 10.6 percent of the families received aid, but 13.1 percent of the students were welfare cases. Georgia noted only 3.2 percent of its enrollees in the welfare category, yet had 7.9 percent of its families on aid. In no case did a state with a sizable case load also have a large (more than one in five) proportion of ABE students on the welfare books.

Looking at the opposite end of the scale, several states reported being below 4 percent in the ABE student welfare category. One of them, Rhode Island, noted that 6.0 percent of its families were on welfare, while 1.8 of the ABE students received aid.

Remembering the front-runners in total registrations (Texas and California), it is of interest to see that 5.0 of Texas families received welfare assistance in 1971, but only 3.5 percent of the ABE pupils were recipients. In California's report, a different picture unfolds - one family in twelve on welfare (national: one in twenty), one student in six (16.9 percent) receiving aid.

WIDE SPREADS NOTED WITHIN REGIONS

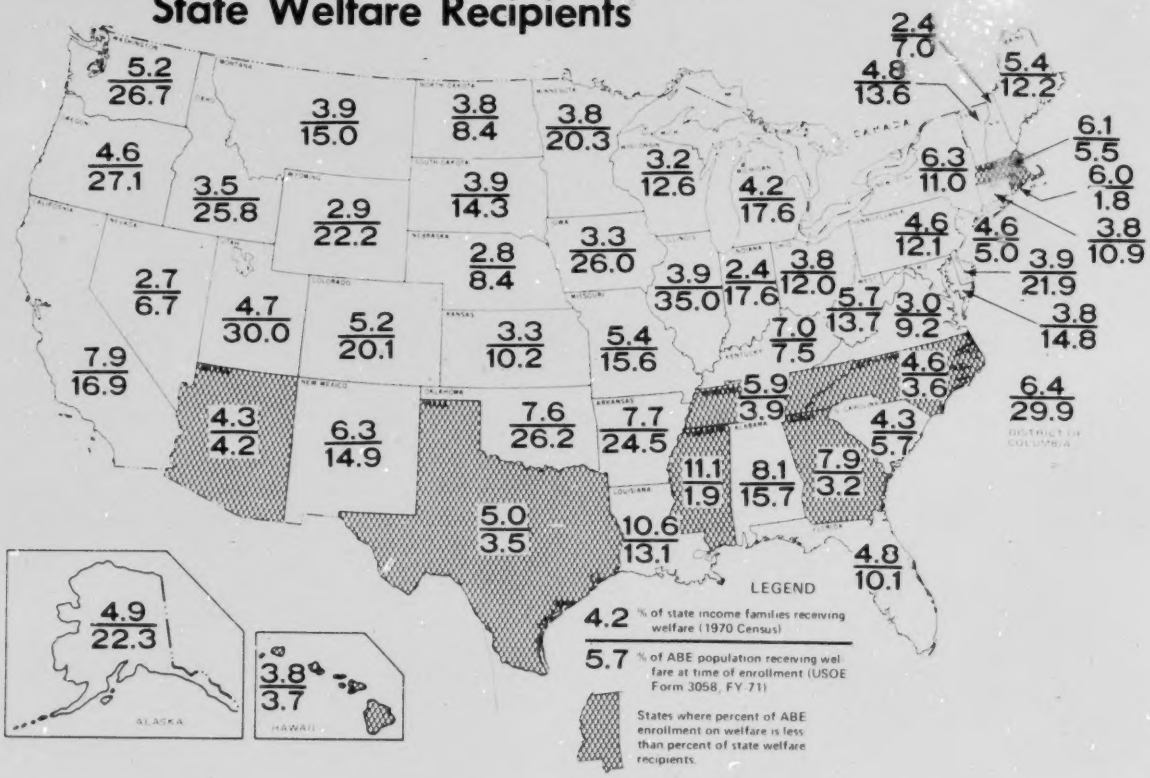
In the far northwest, Region X (Alaska, Idaho, Oregon, Washington) led the other nine regions in the percentage of ABE students receiving welfare. There, more than one student of four was getting aid that year in the region as a whole, and the individual states were surprisingly close—from 22.3 percent in Alaska to 27.1 in Oregon. For a region with only a modest ABE enrollment (13,598), this result merits inquiry.

Meanwhile, the lowest percentage of aid cases among ABE enrollees occurred in Region II (New Jersey, New York, Puerto Rico, Virgin Islands)—4.6. This statistic was weighted by Puerto Rico's reporting only 0.5, and Virgin Islands none. New York estimated that one of nine students was an aid recipient, while 6.3 percent of the state's families received assistance. In New York, the latter figure represents no mean total—actually, 290,000 out of 4,609,638 families.

Looking at Region IV, the leader in registration

CHART 3.

Percentage Comparison of ABE & State Welfare Recipients



totals (173,594), an average of 6.6 percent of the adult students received welfare aid. Percentages of aid recipients among students ran from 15.7 in Alabama to 1.9 in Mississippi; one of twelve Alabama families was on welfare, one of nine in Mississippi.

"Spread" rather than similarity seems to have been the 1971 rule in the regions. In the category of ABE registrants on welfare, this spread among the states of each region went as follows:

Region I:	13.6 percent down to 1.8
Region II:	11.0 percent down to 0
Region III:	33.4 percent down to 1.0
Region IV:	15.7 percent down to 1.9
Region V:	35.0 percent down to 12.0
Region VI:	26.2 percent down to 3.5
Region VII:	26.0 percent down to 8.4
Region VIII:	30.0 percent down to 8.4
Region IX:	16.9 percent down to 3.7
Region X:	27.1 percent down to 22.3

Certainly a desire to reduce welfare lists and increase employment must be a common objective among all the states and ABE is clearly a tool to encourage this change.

The Council recommends that state plans require of local programs a concentrated effort on identification of potential ABE students who are welfare recipients and assign a high priority to the enrollment and retention of these individuals in adult education programs.

The Council recommends that the administering agency for the state plan develop cooperative agreements with state welfare and public assistance agencies in order to provide increased educational opportunities for those persons on welfare or assistance roles. A study of successful recruitment plans for welfare recipients should be made and the ingredients of successful programs should be identified and disseminated.

UNIT IV
ABE's Role in Rehabilitation

In FY−71, Texas ABE enrollments included more individuals in correctional institutions than any other state and, in fact, more than eight other regions as a whole. The Texas figure of 10,493, out of 57,439, was more than double the nearest state (North Carolina) with 4,647. These figures, from the state director's 1971 reports, are even more intriguing because Texas was not a high-crime state. On the contrary, while it is the nation's fourth largest state, its crime rate of 2,697.4 per 100,000 people was surpassed by 17 states.

Region VI placed a close second to Region IV in the category of inmate participation in ABE programs. The eight southeastern states of Region IV registered a total of 12,823 inmates out of a total enrollment of 173,594. Meanwhile, Region VI (Arkansas, Louisiana, New Mexico, Oklahoma, and Texas) counted 13,129 students in prisons. Of greater significance than the real numbers may be the comparative proportions—one inmate among 15 ABE students in Region IV, one to eight in the central-southern states of Region VI.

CRIME: INCREASING AND MOVING OUT OF CITIES

In recent time, crime in America has become a much more emotional issue than poverty. The rate has increased tangibly, if not alarmingly, from 1970 to 1972, a rise of 5.8 percent, according to the FBI. Now there is a new ingredient: the migration of crime from the central city. For the first six months of 1972, cities of 100,000 and more reported a 2.0 percent drop in offenses, but the suburbs were up 5 percent, and rural areas up 7 percent.

With thousands of individuals being sent to jail daily, citizens have good cause to be worried about the handling of inmates. The "Attica" revolt of September 13, 1971, ending in the deaths of 43 people, brought home to millions the problems festering in correctional institutions.

The nation's correctional centers take various shapes. Some 38 are operated by the federal government and each state generally has facilities.

Frequently, the institutional populations have severe educational deficiencies. In the federal prisons, 96 percent of the newly committed have not finished high school. Up to 20 percent are functionally illiterate. A large number turn out to be four to six grades below their claimed educational level. It is small wonder that the National Advisory Council on Adult Education recommended development of a "national plan providing individuals in correctional institutions every type of educational opportunity which may be of benefit in the self-renewal process."

Seen nationally, 46,095 men and women out of the total ABE enrollment of 620,922 in FY−71 were receiving adult basic education instruction under provisions of the Federal Adult Edcuation Act. This represents 7.4 percent of the whole, or one person out of 14 ABE registrants. This suggests that states may be making something of a special effort to provide educational options for those in jails.

The 1970 Census reflects that 2,126,719 individuals were "inmates" at that time—424,091 in mental hospitals, 927,514 in homes for the aged, and 775,114 in "other institutions." If the states had adhered stolidly to this proportion of inmates to overall population, their ABE enrollments of imprisoned individuals in FY−71 would have looked more like 3,100 than 46,095. In short, some states seem to have made an extra effort.

SOME STATES REGISTER NO INMATES

To put the states in perspective, Texas enrolled the greatest number of inmates, almost one adult in five. North Carolina reported 18.7 percent of its students in correctional facilities. Florida had one inmate for every ten ABE students—4,119 out of a registration gross of 44,358. In the percent column, Delaware finished first with a high of 22.1 percent of students in detention sites. The real numbers may have been small—284 out of 1,285—but the percentage says something about Delaware's concern over providing useful programs for institutional inmates.

On the "low" side of the table, eight states reported no inmate registrants at all—among them, California. The ready inference here is that these

states undoubtedly mounted their own state financed, correctional-institution training programs.

There are not state statistics compiled nationally on this facet of adult education.

The FY–71 results show that southeastern Region IV had the largest number of enrolled ABE students in detention facilities. But the total of 12,823 does not seem very large in view of the area's registration gross of 173,594. Certainly, crime is a fact of life in those states; in Florida alone, the rate stood at 4,039.2 per 100,000. For 1971, five Florida cities were listed among the top 30 in per capita crime. Together, Florida and North Carolina accounted for two-thirds of Region IV's inmate registration—8,766 out of the eight-state total of 12,823.

In Region VI, the proportion of inmates to other ABE students was 14.0 percent, nearly twice the national average of 7.4. But, as seen before, the respective states differed considerably. Inmate totals among ABE students went from none in Louisiana—that is, none in the federally financed ABE program—to 10,493 in neighboring Texas. Arkansas had 720, Oklahoma 1,441. A possible conclusion here is that in at least two of Region VI's states, Texas and Oklahoma, (states with only moderate crime rates, 2,697.4 and 2,100.4 respectively) an obvious effort must have been made to sign up prison inmates for ABE programs. How did these two states approach this problem? Did they learn from each other? The answers would be meaningful for other states.

Lowest of all regions was IX in the far west, mainly because four of the seven states and territories reported no inmate ABE students at all. Why were there no totals? What might have been the state programs, if any? In any case, as a result, Region IX reported only 95 institutionalized persons in this category.

The second lowest, Region X (Pacific Northwest), reported 409 inmates among its registration of 13,598. This may seem surprising, recalling the common figures the four states of this region seemed to have on enrolling welfare recipients in ABE study.

One conclusion becomes evident: The undereducated adult in a correctional institutions has to be a most likely candidate for ABE study. Society in general stands to benefit, as well as the individual. Accordingly, the adult educator should give priority to attempting to learn what steps and procedures are followed in exemplary states.

In fiscal year 1974, the Council was successful in having Congress amend the Adult Education Act in a form which affords assurance of substantial progress with respect to all segments of the adult population, including institutionalized persons.

The Council recommends that each state legislature charge the state agency administering the Federal Adult Education Act with the responsibility of providing individuals in correctional institutions every type of adult education opportunity which may be of benefit in the rehabilitation process.

TABLE 1

STUDENTS IN ADULT BASIC EDUCATION (P.L. 91–230) BY PERCENTAGES IN CORRECTIONAL INSTITUTIONS BY STATE & REGION FY–71

	TOTAL ABE ENROLLMENT	CORRECTIONAL ENROLLMENT	PERCENT CORRECTIONAL
NATIONAL AVERAGE	**620,922**	**46,095**	**7.4**
REGION I	**34,063**	**1,931**	**5.4**
Connecticut	11,117	449	4.0
Maine	1,794	0	.0
Massachusetts	14,288	1,241	8.7
New Hampshire	1,676	84	5.0
Rhode Island	2,888	35	1.2
Vermont	2,300	122	5.3
REGION II	**48,274**	**3,475**	**7.2**
New Jersey	14,944	955	6.4
New York	12,691	1,270	10.0
Puerto Rico	20,318	1,250	6.2
Virgin Islands	321	0	.0
REGION III	**55,359**	**5,844**	**10.6**
Delaware	1,285	284	22.1
Dist. of Columbia	2,124	9	.4
Maryland	8,794	356	4.0
Pennsylvania	17,738	3,427	19.3

TABLE 1 (Continued)

STUDENTS IN ADULT BASIC EDUCATION (P.L. 91–230) BY PERCENTAGES IN CORRECTIONAL INSTITUTIONS BY STATE & REGION FY–71

REGION III (continued)	TOTAL ABE ENROLLMENT	CORRECTIONAL ENROLLMENT	PERCENT CORRECTIONAL
Virginia	13,375	1,374	10.3
West Virginia	12,043	394	3.3
REGION IV	**173,594**	**12,823**	**7.4**
Alabama	13,447	587	4.4
Florida	44,358	4,119	9.3
Georgia	25,953	1,840	7.1
Kentucky	16,453	420	2.6
Mississippi	13,902	0	.0
North Carolina	24,807	4,647	18.7
South Carolina	18,700	958	5.1
Tennessee	15,974	252	1.6
REGION V	**85,486**	**6,513**	**7.6**
Illinois	27,809	3,761	13.5
Indiana	8,212	1,690	20.6
Michigan	18,671	490	2.6
Minnesota	3,256	147	4.5
Ohio	20,939	104	.5
Wisconsin	6,599	321	4.9
REGION VI	**93,934**	**13,129**	**14.0**
Arkansas	7,036	720	10.2
Louisiana	14,464	0	.0
New Mexico	5,474	475	8.7
Oklahoma	9,521	1,441	15.1
Texas	57,439	10,493	18.3
REGION VII	**29,810**	**1,134**	**3.8**
Iowa	10,421	253	2.4
Kansas	4,002	260	6.5
Missouri	11,549	498	4.3
Nebraska	3,838	123	3.2
REGION VIII	**11,824**	**742**	**6.3**
Colorado	5,882	335	5.7
Montana	1,094	150	1.5
North Dakota	955	27	2.8
South Dakota	1,304	105	8.1
Utah	1,580	73	4.6
Wyoming	1,009	52	5.2
REGION IX	**74,980**	**95**	**.1**
American Samoa	383	0	.0
Arizona	4,546	0	.0
California	57,278	0	.0
Guam	635	15	2.4
Hawaii	9,940	12	.1
Nevada	1,394	68	4.9
T. Terr. Pacific	804	0	.0
REGION X	**13,598**	**409**	**3.0**
Alaska	821	39	4.8
Idaho	3,087	46	1.5
Oregon	5,172	15	.3
Washington	4,518	309	6.8

UNIT V
Primary Target Group

Whether by accident or design, the age of adult basic education students enrolled in the program is getting lower. This point is confirmed by the FY−71 state directors' reports. As total enrollments grew from 377,660 in FY−1966 to 620,922 in FY−1971, the pattern of student age levels showed these shifts:

1. In 1966, the highest proportions of students fell in the 35−44 age range—27 percent. Roughly one in seven enrollees (15 percent) was between 18 and 24.

2. By 1971, the 35−to−44's was 21.3 percent. Almost one in three (30 percent) was between 18 and 24 years old, double the 1966 proportion.

3. Relatively speaking, less and less of those 45 and older signed up in the five-year period. In 1966, 32 percent of the total was older than 45. In each succeeding year, the percentage dropped, and by 1971, only 22.1 were more than 45 years of age.

4. Conversely, the accent on younger age levels, already felt in 1966, intensified in the following five years. Just over two-thirds of ABE students in FY−66 fell into the 18-to-44 age span. That proportion (68 percent), climbing steadily, hit 78.1 in FY−71. By then, almost eight of every ten students were between 18 and 44.

5. By 1971, the 18-to-24 year-olds had become, for the first time, the predominant age group among ABE enrollees. Just the year before, 26 percent were at that age level, 27 percent in the 25-to-34 span, and 24 percent between 35 and 44. The 1971 figures showed that one in three was 18 to 24, one in four 25 to 34, and one in five 35 to 44.

Why this trend toward younger age levels? One will not find answers in the annual state report forms or the *Adult Basic Education Program Statistics* published by the National Center for Educational Statistics. One might infer, however, that the swing may have something to do with subtle shifts in individuals' awareness of their vocational productivity. One of the professed aims of the enabling Act has been to make it possible for adults to "become more employable (and) productive . . . " The individual 45 and older has fewer years of productive work before him, while the 18-to-44 year-old has more, especially the person 18 to 24. Who has been doing the "selling" job to urge more and more of these younger adults to hook on to ABE study for a vocational lift? The answer isn't clear. The point is that the trend is clear.

Unit VI in Section I of this publication titled "People" points to demographic eventualities on the population age and labor force change.

It may also be that, in recent time, ABE study has come to be seen as a sound alternative for the dropout. No state report form proof of this is in hand; but there is some support in figures, cited earlier, showing the relative proportion of students at the different grade levels. Start with an assumption that the dropout (and there are 800,000 a year) has left school late in the elementary grades or early in high school and, further, that his/her educational achievement level tests out as being in the elementary grade span. Following this supposition, the dropout, now a young adult, might be spotted, at least statistically, in the advanced grades of 7 and 8 offered by some ABE program. The facts of the 1971 figures are:

> In 29 states, the percentage of men and women enrolled in grades 7 and 8 surpassed the proportion in either primary or intermediate levels.

But this is pure conjecture. It would be highly constructive for further research to be directed precisely at the kinship of ABE study to the dropout phenomenen. If there is a relationship, then planners may want to capitalize on it, trying to avoid those conditions of learning which probably turned off the dropout in the first place.

An additional line of research might correlate age levels and AEE program grade levels. Illinois, it might be recalled, led all other states in its primary grade enrollment proportion of 62.1 percent. What caused this result remains an enigma. Equally intriguing, who were these adults? Were they mainly younger? Or was there a marked spread in their ages?

If ABE programs are focussing on an ever-younger population, then one ought to size up the magnitude of this potential group. In the 1970 Census, 31 percent of the national population fell into the 20-to-44 age bracket, some 31,190,364 men and 32,893,-273 women, out of a total of 203,212,877. Note also that the median age of Americans had dropped from 29.5 years in 1960 to 28.1 in 1970.

A key target for ABE recruiters would certainly be those adults with no formal schooling at all. In 1970, out of a total of 109,899,359 men and women 25 or older, some 1.6 percent had never attended school, 852,851 men and 914,902 women, or a total of 1,767,753. This group, along with some of those comprising that annual dropout army of 800,000, could conceivably be served effectively by ABE instruction.

COMPARISON AND CONTRAST

There are innumerable ways to cross-cut the FY−71 figures in respect to age levels. Surprises are few, except for an occasional statistic, such as Hawaii's report that of its 9,940 ABE students, almost one in five was 65 years of age or older (18.1 percent). Could Hawaii have converted ABE study into a "social diversion" for older citizens? One falters at speculating on the grade level of these senior citizen students, a guessing game clouded by recalling that one out of two Hawaiian registrants was enrolled in grades 1−3.

In the following, the main focus will be on a "primary group" of students between 18 and 44, who, in FY−71, made up 78.1 percent of the entire registration. While the significance of some of the ensuing highs and lows may be moot, they are worth noting for research efforts still to come:

1. The high region in the 18−44's age group was Region X (Pacific Northwest)—86.3 percent. Predictably, percentages of students over 44 fell off sharply. Second high was Region II (including New York and New Jersey). The proportion: 85.9 percent. Once again, enrollments by those over 44 were low.

2. Lowest of the regions—and it was by no means far below the national figure of 78.1—was Region IX, the Western states. The total was 72.1 percent. Actually this percentage simply underscores the increasing emphasis on 18-through-44's. In all ten regions, almost three-quarters of the ABE students or more were in this age range. In six of the ten Regions, more than eight out of ten students fell into this category.

3. Region II signed up the highest proportion of 18-through-24's. Its percentage of 42.3 was buoyed up by Puerto Rico's figure of 59.2 for that age bracket. Lowest was Region IX in the far west, just above one in five (22.4 percent).

4. Among the figures for the 25−34 bracket, Region III placed high with 33.9 percent. Region IV was low at 23.1.

5. Moving to the 35−44 cluster, Region IX was high (23.7), and Region II, low (16.8). It ought to be observed that in one situation, Region II is high and IX low, while here exactly the reverse took place.

6. Using the high-low search method among individual states, one finds in the 18−24 category that the District of Columbia came first, some 1,083 of the total registration of 2,124. We know virtually nothing about that 51 percent, except what earlier sets of figures suggest. Almost none would have been either in jail or on welfare, while more than one in four left the program that year for job-related reasons.

7. Minnesota took first in percentage of enrollments in the 25−34 category. One out of three (33.8) fits that description. One in five of those students would have been on welfare, few if any would have been in prison, and one in six would have left prematurely for some job situation. Here, Hawaii was the low state for the 25−34 registration percentages, 17.6. Of greater significance about that state is this: over the years, its proportions were better balanced than those of any other state. In the six age groups, scanned from young to old, its figures ran: 15.8 (for 18−24); 17.6; 18.7; 16.0; 13.9; and 18.1 for senior citizens students.

8. In the 35−44 bracket, no state was a big leader. If there had to be someone in first place, it was North Dakota with 26.0 percent of its students in that grouping, one in four. The District of Columbia was low at 13.5 percent. Over the years from 1966 to 1971, smaller proportions of ABE registrants were in this age span. In 1966 there were 27 percent; in 1971, the national average was 21.3. Why the shift? The state report forms cannot explain; but 35 to 44 represent the critical years for workers, male or female, years that also happen to require time for child-rearing. For the adult, habits have formed: job and family take time. Problems like inadequate education can be put out of one's mind for another five years, or forever.

9. Reverting to real numbers, the '71 reports show that Texas led the field in 18−24 enrollments with 13,288 out of its first-place registration total. Its close rival in registration gross, California, had the most 25 to 34's (15,220) and then the largest number of 35 to 44's (13,859). Are there any appreciable differences between Texas's recruitment of the young adult and California's enlistment of the young-to-middle aged? It could be constructive to perform research along that line.

10. Which state drew in the most of the primary group (18 to 44), relative to the rest of its student population? Alaska reported that nine of ten students came within these boundaries. How, if at all, did Alaska's flood-crest unemployment figure of 9.2 bear on this situation?

11. Within some regions, a large spread existed between states. In the 18–24 bracket, the District of Columbia reported 51 percent, while next-door Pennsylvania reported 14.2.

12. Looking back at ABE enrollment figures presented earlier in this section, take the over-all registration champion, Region IV. In it, Kentucky ended high in the prime group registrations—86.9. Alabama was low, with 64.3 (18.1 percent of its students fell outside the prime arena in the 45–54 span). Texas and California once again finished neck-to-neck in primary group enrollment percentages, 73.3 and 73.1.

Percentage figures for the Regions and states are listed for the six age groups in Table 2.

In all this welter of figures, one conclusion merits real attention by ABE program planners. This is the seeming attraction each year of a younger and younger group of adults. **Curriculum designers must react accordingly to tailor their primary offerings and methods to those who still have much of their adult working future before them, and to offer a learning environment compatible with the life style of this age group.**

TABLE 2

STUDENTS IN ADULT BASIC EDUCATION (P.L. 91–230) BY AGE CATEGORIES, STATE, REGION AND NATIONAL PERCENTAGES FY–71

	18-24	25-34	35-44	45-54	55-64	65 & over
NATIONAL AVERAGE	**30.0**	**26.8**	**21.3**	**13.0**	**6.2**	**2.9**
REGION I	**33.7**	**28.6**	**21.4**	**10.8**	**4.1**	**1.3**
Connecticut	35.4	29.4	20.2	10.0	4.2	1.2
Maine	24.0	28.7	25.0	15.4	5.9	1.4
Massachusetts	32.7	29.1	22.5	10.8	3.8	1.0
New Hampshire	34.4	27.9	21.8	11.3	3.6	1.0
Rhode Island	31.9	28.6	19.0	12.7	6.0	1.7
Vermont	39.4	20.9	19.7	10.0	2.8	2.2
REGION II	**42.3**	**26.8**	**16.8**	**8.3**	**3.5**	**.8**
New Jersey	27.7	31.6	23.3	12.1	4.?	1.0
New York	33.0	32.0	22.0	9.0	4.0	.0
Puerto Rico	59.2	19.6	12.5	5.0	2.7	1.0
Virgin Islands	12.5	57.9	20.2	9.3	.0	.0
REGION III	**25.5**	**33.9**	**21.0**	**13.1**	**4.9**	**1.7**
Delaware	42.0	29.3	16.3	7.0	4.4	1.0
Dist. of Columbia	51.0	25.2	13.5	7.6	2.4	.0
Maryland	25.8	32.0	21.0	4.5	4.5	2.6
Pennsylvania	14.2	31.0	17.0	9.2	4.1	.7
Virginia	28.3	29.4	17.6	12.5	4.8	1.9
West Virginia	21.9	33.1	23.5	14.7	5.1	1.8
REGION IV	**30.0**	**23.1**	**21.1**	**13.7**	**8.4**	**3.6**
Alabama	26.4	19.0	18.9	18.1	11.9	5.2
Florida	30.0	25.0	24.0	12.0	7.0	3.0
Georgia	32.0	24.5	19.3	12.0	8.2	3.8
Kentucky	46.6	24.1	16.2	8.3	3.1	1.6
Mississippi	29.0	22.7	22.0	15.0	9.1	2.2
North Carolina	24.7	21.2	20.8	15.1	12.3	5.9
South Carolina	22.8	20.8	22.8	18.8	10.9	3.0
Tennessee	30.2	23.8	21.1	13.6	7.0	4.3
REGION V	**28.9**	**29.1**	**21.7**	**12.2**	**5.0**	**3.0**
Illinois	26.0	31.1	21.4	13.0	4.6	3.9
Indiana	34.1	29.0	22.8	9.3	3.8	1.0
Michigan	27.9	27.7	21.2	12.9	6.3	4.1
Minnesota	33.2	33.8	18.9	9.9	3.6	.7

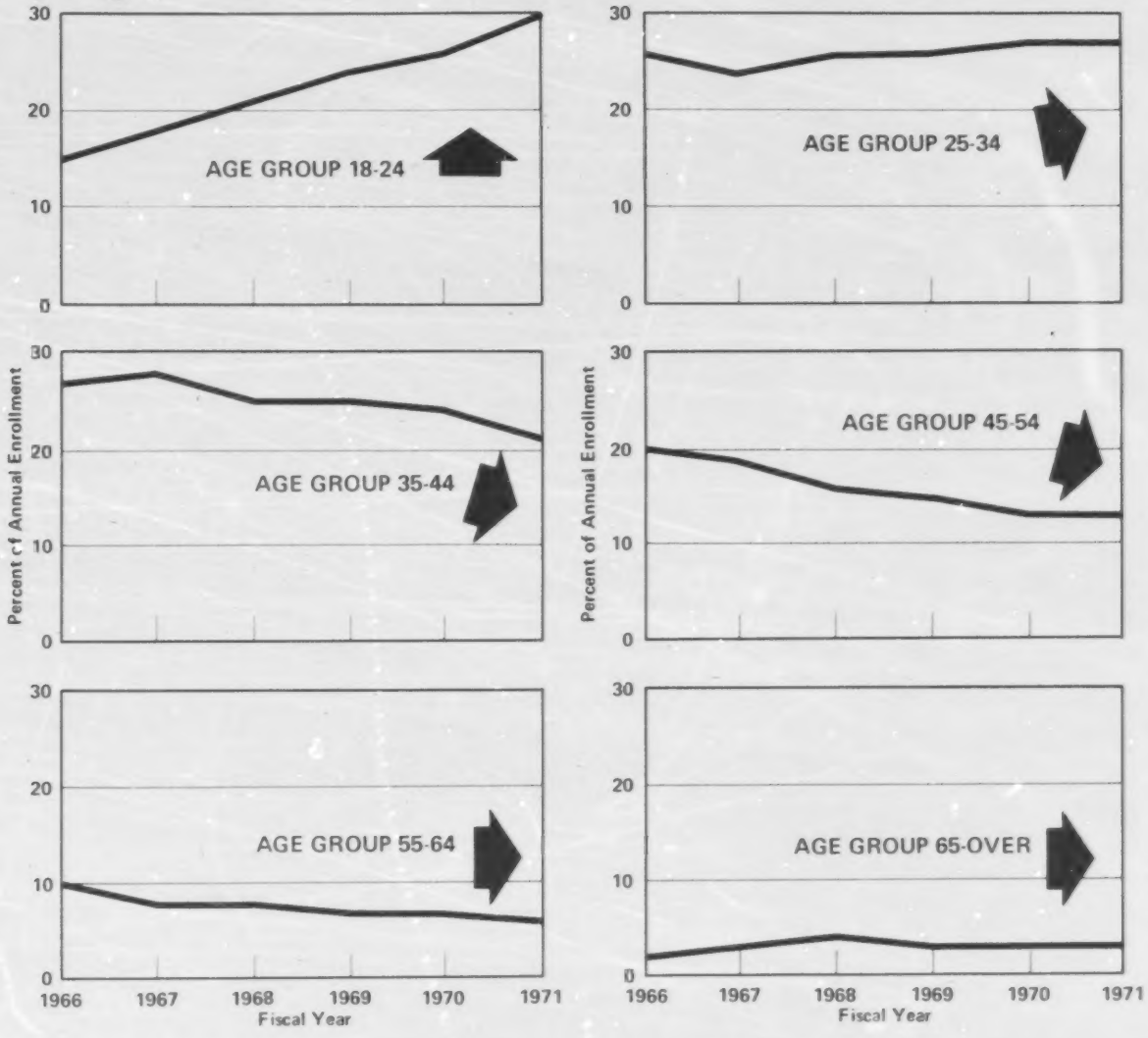
TABLE 2 (Continued)

STUDENTS IN ADULT BASIC EDUCATION (P.L. 91-230) BY AGE CATEGORIES, STATE, REGION AND NATIONAL PERCENTAGES FY-71

REGION V (continued)	18-24	25-34	35-44	45-54	55-64	65 & over
Ohio	27.9	27.0	23.8	12.9	5.7	2.7
Wisconsin	38.2	29.2	18.2	10.0	3.5	.7
REGION VI	**28.8**	**25.3**	**21.4**	**15.3**	**6.1**	**3.0**
Arkansas	33.8	22.9	17.1	13.0	7.4	5.7
Louisiana	41.0	18.3	14.9	12.0	8.2	5.8
New Mexico	39.2	26.0	22.2	7.7	4.0	1.1
Oklahoma	24.5	31.5	20.1	9.7	3.0	1.2
Texas	23.1	26.4	23.8	18.1	6.2	2.4
REGION VII	**33.2**	**29.3**	**20.7**	**10.8**	**4.4**	**1.5**
Iowa	30.3	30.0	23.4	10.0	4.9	1.5
Kansas	30.0	28.0	17.0	15.0	7.0	3.0
Missouri	39.2	29.0	18.7	9.3	2.8	1.1
Nebraska	26.3	30.3	23.1	13.5	5.5	1.2
REGION VIII	**34.7**	**31.2**	**19.9**	**9.6**	**3.5**	**1.2**
Colorado	33.2	24.8	18.6	8.7	3.7	1.0
Montana	39.6	31.3	17.7	8.6	2.2	.6
North Dakota	31.8	28.8	26.0	10.2	2.7	.5
South Dakota	43.0	27.3	16.6	10.4	2.1	.3
Utah	26.6	25.9	25.9	13.4	4.7	3.4
Wyoming	42.4	25.4	18.9	8.6	3.8	.9
REGION IX	**22.4**	**26.0**	**23.7**	**15.0**	**7.3**	**5.6**
American Samoa	50.7	21.7	13.8	12.5	.0	.0
Arizona	24.8	27.5	21.4	12.9	5.8	4.3
California	22.3	26.6	24.2	14.5	6.3	3.6
Guam	27.9	35.1	21.7	10.4	4.6	.0
Hawaii	15.8	17.6	18.7	16.0	13.9	18.1
Nevada	33.5	30.9	21.5	10.0	2.6	1.5
T. Terr. Pacific	15.5	20.9	22.1	34.0	7.5	.0
REGION X	**37.8**	**30.2**	**18.3**	**9.2**	**3.3**	**1.1**
Alaska	44.7	31.2	16.8	5.2	1.7	.4
Idaho	34.4	32.5	17.4	10.3	4.8	.6
Oregon	43.2	26.7	17.5	7.4	3.2	2.0
Washington	32.8	32.4	20.1	11.2	2.9	.6

CHART 4.

Percent of Annual Enrollment in ABE Programs by Age, FY 1966-71



UNIT VI
Race and Ethnic Data

Nationwide, Federal ABE programs did well by America's minorities in FY-71. Adults from minority racial groups were enrolled in ABE classes in numbers well beyond their actual proportion of the entire population.

Even so, a slightly negative trend has come to light in black enrollments, one meriting study. The need for research on this and other aspects of ABE's service to minorities and ethnic groups is complicated materially by an inadequate system of classification.

Reporting on their service to minorities in FY-71, ABE directors at the state level provided this box-score:

- One of every two students was white. Technically, students of Spanish origin have been classified in this group as being ethnically, but not racially, distinct from whites.
- One out of three enrollees was Negro (32.8). In 1970, blacks accounted for 11.1 percent of the national population total. Hence, in 1971, ABE's Negro students - 203,243 or 620,922 - added up to three times the national proportion.
- American Indians (791,839 in the 1970 Census) were 0.3 percent of the total national population. Yet, almost four times that ratio (1.1 percent) were registered in ABE classes.
- Census figures indicate that Orientals made up 0.6 percent of the nation, with a total of 1,369,412. In '71, ABE classes had a composition of 4.2 percent Orientals, seven times the national figure.

It is puzzling that, while one-third of ABE registrants were black in '71, the percentage of Negroes has slipped. In 1968, 43 percent of the enrollment was black; the next year, 40 percent; in 1970, 38 percent; and then in '71, 32.8. This bears study, and the age of these students is of particular interest.

Between 1960 and 1969, the black population in American incresed by 18.8 percent. Assume then a 6 percent growth rate for a three-year span, and apply this percentage to the 1969 black enrollment of 193,850 to see what a real-number growth over three years might look like. Taking this route, black enrollments between 1969 and 1971 should have grown 11,631. Instead, it amounted to 9,393 (from 193,850 to 203,243). At the same time, over-all registration was growing 137,522, or 22 percent. At that rate, black registration should have gone up some 42,000.

Black enrollments would seem to be a very important ABE story; the reasons for that fall-off ought to be assessed carefully and thoroughly. However, this assessment of the racial/ethnic breakdown is likely to be inadequate until the existing adult education classification method can be made more sophisticated.

PERFORMANCE RECORDS

Consider the philosophy of adult basic education. It can be seen (and treated) as a rigorous, ritualistic duplication of the formal education that an adult left or missed years ago. It can also be viewed as a mature mechanism for enabling the adult to enter the American system, to lift himself up vocationally, to escape the trap of welfare, to have new tools for better productivity, and to break the grip of poverty and stagnation to which the lack of education contributes.

While it is mainly the state directors' responsibility, ABE should be reaching out for those in depressed circumstances, and this would have to include those of the racial/ethnic minorities as well as the impoverished, etc. How well did the states perform at this task in FY-71? One way to get at an answer is to stack up state racial proportions against actual enrollment percentages:

1. **Negro:** Consider the five states with the largest black populations, New York, 12 percent black, registered four blacks out of ten ABE students (40.4 percent). Illinois has one Negro in every eight of its people; its 1971 ABE registration headcount: one out of two students was black. In Florida, 20 percent of the population is Negro, and 43 percent of the enrollees that year were black. California's almost 20,000,000 include 1,400,000 blacks (7.0 percent). Some 8.2 percent of its ABE registrants were black. Then Texas, the state with the highest registration of any, counts one black for every eight of its 11,200,000 citizens. The 1971 ABE enrollment there came to one black in four.

2. **Indian:** Again, singling out several states may be constructive. With 4 percent of its population American Indian, Oklahoma enlisted

11.4 percent in ABE. Arizona's 95,812 Indians represent 5 percent of its population and 4.6 of the 1971 ABE registrants were Indian. In New Mexico, 7 percent are Indian: 9.5 percent of ABE students were Indian. Then, while only 0.6 percent of Minnesotans are American Indian, that state enrolled 5.2 percent Indians for its ABE program. In North Carolina, the state of the Lumbees, Indians amount to 0.8 percent of the population, yet 3.0 percent of the 1971 ABE enrollments were Indians.

3. **Oriental:** In California, its 522,270 Chinese, Japanese, and Filipinos represent 2.6 percent of its citizenry. For ABE study in '71, 17.9 percent, more than one in six, were Oriental. Hawaii's unique figure is scarcely surprising - 47 percent of the people are Oriental in origin. But, well beyond that proportion, almost nine of ten ABE students were Oriental. Meanwhile, the Census identified 1.2 percent of Washington's people as being Oriental; 8.6 percent of the ABE population was "Amerasian." New York reported a 3.0 percent proportion of ABE adults as Oriental out of a statewide base of 0.6 percent.

States with relatively large racial minorities - in this last case, 0.6 percent translates into 116,008 Amerasians in New York - seem to recruit larger minority proportions for adult basic education than actually reflects the over-all state populace.

To an observer, this response to minority needs would seem well motivated and desirable. But the practices in other states should not be ignored. The Census reports that every single state has an Indian population, from 9 in Vermont to 98,468 in Oklahoma. However, in FY-71, 14 states recruited no Indians at all for ABE study, or at least reported none. In a similar vein, three states listed no Oriental students, and 32 said that Amerasians represented less than 2 percent of their registrants; but once again, every state has an Oriental population. It could be as little as 360 in Vermont and 590 in South Dakota to as much as 522,270 in California.

As counterpoint to this, the state ABE reports also reveal that 12 states (Delaware, Maryland, Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina, Illinois, Ohio, Arkansas, and Louisiana) and the District of Columbia had a higher percentage of black enrollees than white. Region IV was the only block of states to do likewise, with 52.3 blacks and 41.4 whites.

The need for improved classification is borne out by the perplexing situation of those Americans of "Spanish origin." Are they uniformly clumped with the whites? Or do some states classify them "Other"? Or "Not Classified"? A new identification approach must be devised to give them their own place in the statistical reports for adult education.

The fact is that these men and women amount to a sizeable subpopulation of 9,200,000 - 5,300,000 of them with Mexican origins, 1,500,000 Puerto Rican, 600,000 Cuban, and another 600,000 from Central America, and 1,200,000 from other Spanish origins. They're young. Their median age is 20 against the national norm of 28. Importantly, 65 percent of them speak Spanish at home. One out of five families has an income below $4,000.00, i.e., below the poverty line of a non-farm family of four. And, significant in this context, almost 20 percent over 25 years of age have completed less than five years of school. So these millions are a very valid target for ABE recruiting. Their language preference would have to be accommodated and their cultural differences as well; but these problems are by no means insoluble.

STATES AND REGIONS

Taking the racial make-up in sequence, white students represented 50.3 percent in the national averaging. Vermont had the highest proportion, 98.7; and the District of Columbia was low with 1.5 percent. Why Idaho reported 0.0 for white enrollment is wholly obscure; actually, it placed 100 percent of its 3,087 students in "Other". State law may prohibit the reporting of students by race. Among regions, VIII (in the Rocky Mountain area) had the highest white proportion (70.3) while southeastern Region IV was low with 41.4.

Black registration spread broadly from a top of 73.0 in the District of Columbia to lows of 0.1 in Hawaii and 0.3 in Maine. High region, IV, showing 52.3 percent; the low, VIII, showing 4.5 percent.

South Dakota led all other states in its proportion of American Indians (28.9 percent). In hard numbers, however, four other states surpassed it. Alaska and Utah were second and third in Indian percentages. Interestingly, 110 of Maine's over-all enrollment of 1,794 were American Indians, 5 percent of the Indians in the state.

Far and away the largest percentage of Oriental students (exceeded in real numbers only by California) was Hawaii where 87.9 percent of the registration were Orientals, a long distance from the 17.9 percent recruited in second-place California.

The District of Columbia, Maryland, and Pennsylvania reported proportions of 24.5 percent. 10.4 and 12.1 respectively, in the "Other" column; Nevada put 38.5 of its 1,394 students there and, of course, Idaho went the whole way claiming 100 percent. Then

the questions carry over into the final column, "Not Classified", where Massachusetts placed 57.0 percent, Puerto Rico and Montana 100 percent, and so on. The authority of the figures is eroded by this practice. Moreover, since race and ethnic background are involved in effective recruitment, sound information is a necessity, not a scholarly luxury.

A RECAPITULATION

It is evident that more than a few state ABE directors have tried to put adult education into service to those of lesser advantage. This is exemplary. The only question remains how to "bottle" their techniques and export them elsewhere.

TABLE 3
STUDENTS IN ADULT BASIC EDUCATION (P.L. 91–230) BY PROPORTION—RACE FY–71

	WHITE	NEGRO	AMERICAN INDIAN	ORIENTAL	OTHER	NOT CLASS.
NATIONAL AVERAGE	**50.3**	**32.8**	**1.1**	**4.2**	**5.2**	**6.4**
REGION I	**63.9**	**8.1**	**.4**	**1.7**	**1.4**	**24.5**
Connecticut	80.0	17.0	.0	3.2	.0	.0
Maine	91.4	.3	6.1	2.2	.0	.0
Massachusetts	34.8	4.5	.1	.5	2.1	57.0
New Hampshire	96.0	.5	.1	1.9	1.4	.0
Rhode Island	83.9	6.7	.1	1.6	.7	7.0
Vermont	98.7	.2	.6	.4	.1	.0
REGION II	**31.9**	**18.0**	**.3**	**1.9**	**5.8**	**42.1**
New Jersey	58.1	21.6	.5	3.5	16.3	.0
New York	53.1	40.4	.4	3.0	3.1	.0
Puerto Rico	.0	.0	.0	.0	.0	100.0
Virgin Islands	.0	100.0	.0	.0	.0	.0
REGION III	**52.9**	**38.1**	**.1**	**1.7**	**7.2**	**.0**
Delaware	25.2	72.8	.0	1.6	.3	.0
Dist. of Columbia	1.5	73.0	.0	1.0	24.5	.0
Maryland	34.4	52.1	.5	2.6	10.4	.0
Pennsylvania	51.7	35.5	.0	1.1	12.1	.0
Virginia	50.9	44.9	.1	3.2	.9	.0
West Virginia	86.8	12.1	.0	.5	.5	.0
REGION IV	**41.4**	**52.3**	**.8**	**.6**	**1.0**	**3.9**
Alabama	38.1	60.9	.3	.7	.0	.0
Florida	37.2	43.0	1.1	1.3	2.3	15.1
Georgia	36.6	62.6	.1	.5	.2	.0
Kentucky	75.3	24.1	.0	.6	.0	.0
Mississippi	33.5	66.1	.3	.0	.1	.0
North Carolina	39.9	56.5	3.0	.5	.1	.0
South Carolina	26.4	70.3	.0	.3	3.0	.0
Tennessee	55.2	43.6	.0	.2	.7	.0
REGION V	**47.6**	**43.9**	**.1**	**1.2**	**5.6**	**.6**
Illinois	38.0	52.3	.8	.7	8.2	.0
Indiana	58.4	36.2	1.2	1.0	2.6	.0
Michigan	49.6	39.0	1.6	2.8	7.0	.0
Minnesota	78.0	11.6	5.2	1.5	3.7	.0
Ohio	46.1	52.3	.0	.5	1.0	.0
Wisconsin	58.4	20.6	2.3	.7	10.1	7.8
REGION VI	**66.5**	**30.8**	**1.8**	**.5**	**.4**	**.0**
Arkansas	35.2	64.5	.0	.2	.1	.0
Louisiana	43.6	56.0	.1	.1	.1	.0
New Mexico	82.0	7.2	9.5	1.2	.2	.0
Oklahoma	63.7	19.5	11.4	1.4	4.0	.0
Texas	75.1	24.4	.0	.5	.0	.0
REGION VII	**67.5**	**24.3**	**1.4**	**2.4**	**4.5**	**.0**
Iowa	83.3	11.4	.5	.7	4.0	.0
Kansas	62.0	24.0	1.2	7.8	5.0	.0
Missouri	61.2	35.9	.2	2.0	.7	.0
Nebraska	49.0	24.8	7.3	2.3	16.6	.0

TABLE 3 (Continued)
STUDENTS IN ADULT BASIC EDUCATION (P.L. 91-230) BY PROPORTION—RACE FY-71

	WHITE	NEGRO	AMERICAN INDIAN	ORIENTAL	OTHER	NOT CLASS.
REGION VIII	**70.3**	**4.5**	**8.3**	**2.5**	**4.6**	**9.9**
Colorado	87.5	6.8	2.2	2.1	.0	1.3
Montana	.0	.0	.0	.0	.0	100.0
North Dakota	85.2	.7	9.0	4.1	.9	.0
South Dakota	68.1	1.6	28.9	1.2	.2	.0
Utah	53.2	5.0	19.1	5.7	17.0	.0
Wyoming	61.2	2.4	8.3	2.4	25.7	.0
REGION IX	**45.7**	**6.9**	**.7**	**25.7**	**20.9**	**.1**
American Samoa	.0	.0	.0	.0	100.0	.0
Arizona	85.2	6.7	4.6	2.7	.2	1.3
California	51.4	8.2	.5	17.9	22.0	.0
Guam	2.0	.0	.0	16.4	81.6	.0
Hawaii	3.8	.1	.0	87.9	8.2	.0
Nevada	38.9	13.6	3.0	6.0	38.5	.0
T. Terr. Pacific	.0	.0	.0	.0	100.0	.0
REGION X	**60.4**	**5.9**	**3.2**	**3.8**	**4.0**	**22.7**
Alaska	54.7	11.6	25.7	4.3	3.8	.0
Idaho	.0	.0	.0	.0	100.0	.0
Oregon	86.7	5.5	1.4	1.8	4.6	.0
Washington	72.5	9.3	3.3	8.6	6.4	.0

For those who may be skeptical, the Census can be considered a basic document for showing how education can become a ladder enabling men and women to climb up out of poverty. There is a distinct caveat which the 1973 Edition of the *World Almanac* footnote takes pains to present:

> ". . .while income tends to rise with educational attainment, it rises far less for women and blacks than for white men. For every year of schooling, the black man tends to gain less than his white counterpart."

Located in the southeast, Region IV led all nine others in total registration, 173,594. In its eight states, the median years of school completed fall almost uniformly below that of any other region. Only Florida holds at the national norm of 12.1 years; the others run from a low of 9.9 to the balance between 10 and 11 years completed. Further, these are states with large black populations, Kentucky (7 percent), Tennessee (15.0), Alabama (26.0), Mississippi (36.0), South Carolina (30.0), North Carolina (22.0), Florida (20.0), and Georgia (25.0). Add still another factor, low per capita incomes, such as $2,853 (Alabama), $2,936 (South Carolina), and a rock-bottom $2,575 in Mississippi. The national figure is $3,921.

With two exceptions, the states in this region recruited a larger percentage of blacks for ABE in '71 than whites, ranging from 43.0 in Florida to 70.3 in South Carolina. Kentucky, with its smaller black proportion, registered 24.1 and 75.3 white, while Tennessee, with 15 percent blacks, signed up 43.6 percent Negroes to 55.2 percent whites. In none of the eight states was there fewer than one black student in four.

The numbers and percentages indicate the ABE directors of these eight states have tried to meet a need. Again, how they did so ought to be sifted carefully for the benefit of other states with less advantaged populations of their own.

The Council assumes that a primary goal for each adult educator is to aspire to equalize educational opportunity for minority groups and individuals who are disadvantaged educationally by reason of race or economic conditions. **It recommends that more information be gathered and disseminated to assist them in this endeavor.**

UNIT VII

Enrollment in ABE by Sex

Educated men, wrote Aristotle, are as much superior to uneducated men as the living are to the dead. In American adult basic education, more women evidently recognize Aristotle's dictum than men, and have for some years. It is a phenomenon that hard numbers only partly explain.

Going back to 1967, women were 53 percent of those registered in the Federal ABE program. From then until FY-71, those two curves went separate ways. For men, the annual enrollments went from 47 percent, to 45, to 44, to 43, and then up half a point in '71 to 43.5. On the female side, the curve ascended from 53 percent to 55, to 56, to 57, and then dipped slightly to 56.5 in 1971. While this basic rise may gratify the woman's libertarian, the cause does not simply boil down to a case of women rising up to claim their due.

To a degree, the relative population numbers do help to explain. The 1970 Census gave America 98,912,192 men and 104,299,734 women, or a ratio of 94.8 men to 100 women. The 1971 ABE enrollment of eleven women to nine men says somewhat the same thing.

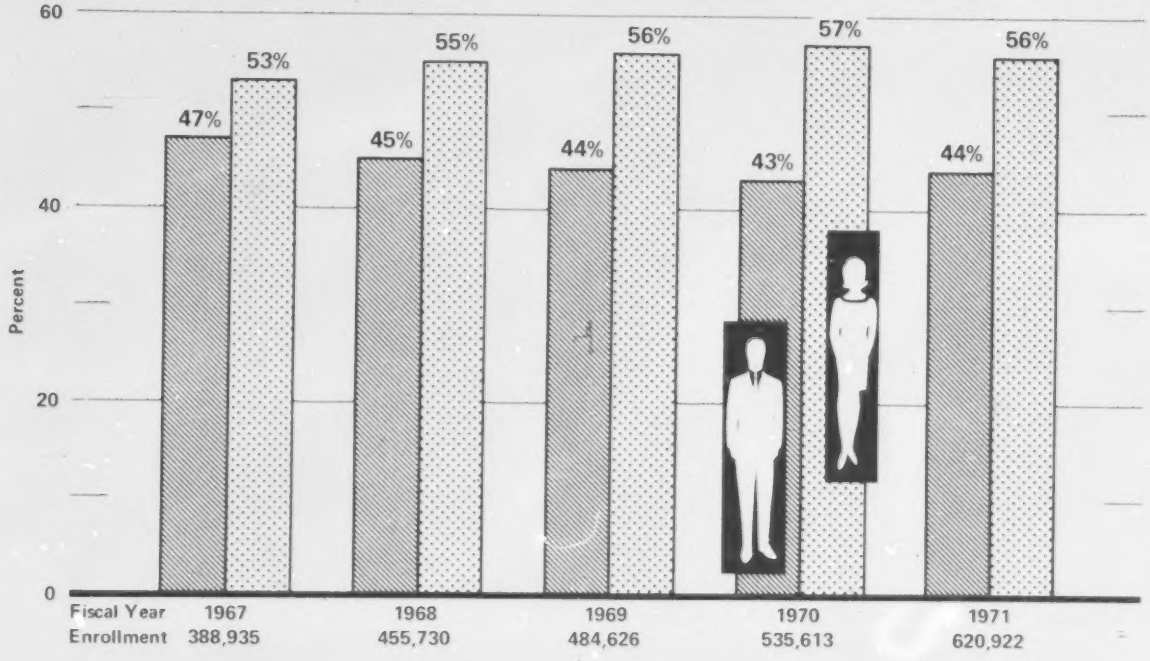
The statistics also support the assertion that most men work, while some women work. Said the Census, 76.6 percent of men 16 and older were in the labor force; 41.4 percent of women 16 and older fell into that category.

STRUCTURE OF SOCIETY AFFECTS EDUCATION PATTERNS

Out of the columns of the Census tables can be generated some relevant questions, if not answers.

CHART 5.

Percent of Annual Enrollment in ABE Programs by Sex, FY 1967-71



Then one has to mix in some speculation to begin bridging the gap.

As of 1970, there were 51,168,599 families in America, more than 45 million of them white and almost five million black. Some 5.5 million of these families had a female head, and there the white/black proportion narrowed to 4.1 million white, 1.3 million black. Then, on top of this, the Census found that 11,-100,000 persons were living alone.

One could well expect to find a basic audience for ABE in the Census category for adults 25 and older (109,899,359) who had less than a certain amount of education. This would seem to limit the search to the 5.5 percent with less than five years of elementary schooling, along with the 28.3 percent with less than one year of high school. These percentages become more easy to grapple with when converted into numbers of men and women.

On the male side (25 and older), a total of 10,-737,048 were counted with education attainments from no schooling at all (852,851) through eighth grade. The figures for women, including 914,902 who had received no schooling, totalled 15,751,696. The numerical edge obviously favors the women.

But the simplicity vanishes when one excerpts the totals pertinent to blacks. In the same grade bracket, one finds 2.2 million men and 2.3 million women, almost an identical number. But within those totals a trend was manifest in 1970. Seemingly, more and more black women went the education route than men. For grades 5 and 6, 48,892 more women finished than men; for grade 7, 85,554 more women completed the year; and for the 8th grade, 132,323 more women finished. Does this hint that there would be more ABE students among black men, facing up to their relative educational disadvantage? Applying the 1971 experience in southeastern Region IV, the answer would lean toward the negative. The Region IV figures suggest: 52.3 percent of the enrollees were black, and 60.3 percent of the over-all registrations for the region were women. These were not necessarily women in their middle years, freed from child-rearing and now able to complete a job set aside years before. In fact, the greatest percentage of these registrants fell between 18 and 24 years of age - some 30 percent.

All this is to say that there are no easy answers to why more women went into ABE than men. Certainly the economic benefits could not be that much of a lure. According to the 1970 Census, the white male finishing seven school grades or less earned a mean income of $4,651; finishing grade 8 raised him to mean of $6,143, a boost of $1,492. For the white female at grade 7, the mean income was $1,947, and at grade 8, $2,360, an increase of just $413. The black woman, meanwhile, had a grade 7 mean income of $1,629; by attaining grade 8, her income went up to $2,088, a rise of $459. Why, then, would a woman readily sign up for ABE?

SPECULATIONS

Just because there were more women in 1970 than men does not adequately answer the overriding question: Why did more women than men enroll in the 1971 ABE programs? We can patch together certain clues from the Census, in search of answers, along with bits from the state directors' ABE reports already analyzed.

Take, for example, the clue that one out of eleven ABE enrollees separated from the program for a job or a job training program. Then mix in two other facts, the smaller number of women in the labor force and the exigencies of the national economy. One might speculate then that a married woman had decided to find a job to help out with the family's finances; to do this, she recognized that additional education was necessary and maybe ABE was her answer.

There was another ingredient, that one out of eight ABE students was on welfare. Which member of the recipient family was more likely to pursue ABE in order to break away from welfare through job enhancement? If the male head of family had been working, the chances are that the woman would have gone back to school, especially if, in an expanded family situation, she had to care for her children during class hours. One wonders, further, about the factor of pride. Which mate might be more inclined to return to education for the over-all good of the family?

Speculating about the age level factor is anybody's game. But the fact simply stated that the preponderance of ABE students was in the 18-44 bracket, and the largest proportion in that 26-year span occurred between 18 and 24. USOE report forms for fiscal years '71 thru '74 include 16 and 17 year olds.

As for the white/black ratio, 50.3 whites and 32.8 blacks in the 1971 totals, the example of Region IV in the southeast may not carry over to other parts of the country. To focus the question more precisely, why would more black women than men register for ABE?

A complication in appraising the question involves the extent of the matriarchal structure in black society. More than one family in four has a woman as its head, in contrast to the white proportion of one family in eleven. In real numbers, 883,466 of these families, out of the entire black-family gross of 4,863,-401, lived in central cities, according to the 1970 Census. Taking a related cut, 3.5 million Negro families (out of the 4.8 million) were located in the "urbanized

areas", families with only a female head, as well as those with both husband and wife on the scene. This builds into a rhetorical question about the potential ABE student who is black, female, and living in or close to the central city. Would she go out at night to attend ABE classes? Did ABE directors do anything to mitigate this problem? On the face of it, this reality of the danger that infects the central city could only have affected ABE enrollments adversly - and certainly not encouraged women to take part.

STATE FIGURES

In only four states were there more men than women in the 1970 Census count, North Dakota, Hawaii, Nevada, and Alaska. Not big differentials, to be sure. Hawaii's was the largest with 24,500 more men than women. Yet that state scored high exactly in reverse. Its 1971 ABE registration showed 72.4 percent women, the highest of any state.

In percentages of male enrollments, Pennsylvania led with 62.2, followed by Massachusetts with 57.7. The complement of Hawaii's blue ribbon total for women was its low percentage of 27.6 for men's enrollments. Region I (New England) led in male enrollments, at 52.7 percent, while lowest of the regions was southeastern IV with 39.7.

Shifting to the female column, after Hawaii came Mississippi, 70.5 percent women, and Kansas with 68. Low was Pennsylvania (37.8). High region in the female list was IV, 60.3, with VII (Iowa, Kansas, Missouri, and Nebraska) at 59.6.

One doesn't have to look far for puzzles. Pennsylvania has 4.6 million women over 14, compared with 4.2 million men. Yet it registered 62.2 percent men for ABE in '71. Mississippi has 744,000 males over 14; and 823,000 females; but women amounted to 70.5 percent of its enrollment, far more than the population spread might imply. North Carolina, in the same region, wound up with that situation in reverse, more women over 14 than men, 1.9 million to 1.8 million, but 52 percent male registrants to 48 percent women.

How far can one push the figures? Let's take Illinois. Its 1971 ABE registration looked like this: 52.3 percent black; 78.5 percent in 18-to-44; one out of seven in detention; one out of three on welfare; 14 percent separating for job associated causes. It is a state with 4.3 million women over 14 and 3.9 million men, a 400,000 gap. Do any of these bits explain why the state registered 61 percent women for ABE study in 1971? Enrollment figures by male and female for each state are presented in Section III of this publication.

So the figures, in and of themselves, do not give as many answers as adult educators ought to have. In the long run, these answers may be generated only by face-to-face interviews, rather than by any extensive expansion of the state report forms, especially this matter of why women seem to predominate in ABE enrollments.

The Council recommends that local and state education agencies, the U.S. Office of Education, and the National Institute of Education seek answers through research and special studies to the following points in order to have information vital to future planning.

- **Are adult and adult basic education programs oriented directly and/or indirectly to women?**
- **Are ABE teachers primarily women?**
- **Is the American male without the completion of secondary education more reluctant to enter adult education programs than his female counterpart? If so, why?**
- **With significant numbers of women attending ABE programs, what curriculum thrusts should be made or refashioned?**
- **How can adult educators improve recruitment techniques?**
- **Should the program adjust to having more women or seek to recruit more men?**

UNIT VIII
Migrant Workers

The state reports filed for FY−71 reported a total of 10,268 migrants among the 620,922 ABE clients. The report form defines migrant as:

> . . . migrant workers are individuals whose primary employment is on a seasonal or other temporary basis and who establish temporary residences, with or without their families, for the purpose of such employment . . .

In the years since World War II, America has become an incredibly nomadic nation. The Census has several ways of telling this story, one of them being to ask people if they live in the same house they were in five years before. In 1970, more than 50 percent of the citizens of 16 states—13 of them west of the Mississippi—said they had moved at least once since 1965. The national average was 47 percent. Four western states accounted for 19 percent of the nation's population gain of 23,912,000 from 1960 to 1970; in those states—Arizona, California, Hawaii, and Nevada—so-called "interstate migration" increased their populations by 4,565,028. More than 3.8 million flooded into California alone. Section I of this publication contains a unit on "Going Places" which further illustrates the nation's mobility.

But these "migrants" are not the ones at issue here. Rather, this review is concerned with migrant workers, reported in the USOE Form 3058.

How many of these migrants might there have been in FY−71, men and women, who could have enrolled in ABE? Do we really know in America how many of these nomadic workers there are?

In 1940, the Census talked of 4,000,000 "homeless" laborers. Using the 1970 Census as a guide, one might expect to trace these workers by focussing on those who worked 26 weeks or less, thus paralleling the seasonal pattern of migrant workers' job opportunities. Those men and women 16 or older, living in rural farm or nonfarm settings, totalled 4,479,714. Or you may find them submerged in the 3.1 percent of the labor force typed as farm workers. That base came to 1,343,000 men and women, blacks and whites.

Perhaps a more realistic approach is to draw on the *Census Statistical Digest* and its breakdown of "Foreign Laborers" for 1971. Totalling 42,142, this migratory group included more than 6,000 Canadians, more than 11,000 British West Indians, and more than 11,000 from the U.S. Virgin Islands. A later compilation in that digest indicates that 1970's fields were worked by 93,000 migrant farm-hands between 14 and 19 years old, and 103,000 who were 20 or older. The former earned $8.35 a day, the latter, $13.10 daily.

In actuality, figuring the exact size of this shifting population may never be possible, even for immigration officials. Have they ever been able to meter the flow of "wetbacks" from Mexico? It may be unrealistic to assume that this shadow population of "wetbacks" is a prime target for ABE, unless they somehow establish residence and new roots.

If the head count is elusive, the migrant worker's life-style is more familiar. After picking tomatoes in Homestead, Florida, in early spring, he is on his way north, heading for the sweet corn country of the Carolinas, then on to stoop for early strawberries in Virginia and Maryland, or off to Delaware for the potato crop, and maybe trudging north for turnips and green peppers in Pennsylvania, apples and peaches in New York State. He stays awhile, then moves on. And his western counterpart lives much the same, although growing seasons may be a bit more stable.

THE STATES

Texas enrolls only 1,995 migratory workers among its 57,439 ABE students. The state does have its own farm population, 163,963 farmers, farm managers, and laborers; but do they do the entire job in that vast stretch of 213,550 farms and 142,566,826 arable acres?

Still, once again, Texas led the nation in FY−71. Its 1,995 migrant registrants represented 18 percent of the national total. Florida came along in second place, with 1,458 workers among its 44,358 ABE students, 3.3 percent of that amount. Illinois had the third highest enrollment of migrant workers, 1,359, or 4.9 percent of its total of 27,809.

To paint in the other side of the picture, 18 states reported having no migrant workers at all in ABE enrollments, and 16 others had registrations of 100 or less.

The state with the largest percentage of migrants among ABE students was Alaska with 10.1 registered.

This category amounted to 83 adults out of an 821 total. Wyoming came next, 10 percent, or 100 out of 1,009; and Colorado's 7.8 percent (459 of 5,882) placed it third. In the Virgin Islands, 49 percent of the 321 ABE enrollees were migrant laborers.

Two central-states regions had the largest numbers of migrants in ABE. Region VI (Arkansas, Louisiana, New Mexico, Oklahoma, and Texas) registered 2,58[illegible] in its over-all ABE population of 93,-934 students, while Region V (Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin) counted 2,-467 in its pool of 85,486. In Region IV, with a total of 173,781 ABE students, 1,525 migrants signed up, and 1,458 of them were Florida's. One other state in Region IV had any count at all; South Carolina identified 67 of its 18,887 students as migrant workers.

Setting aside inter-regional results, the ABE figures for FY–71 seem to say that ABE enrollment of migratory workers and school for their children is a major problem for state and local educators. Beyond most other groups, this is a transitory population, committed to a month here and a month there in a life of sheer nomadism. Faced with constant movement, grinding work over long hours, pervasive sickness, and a degree of language difficulty, these men and women are an obvious client group for ABE. Only if the ABE system adapts itself to them are they likely to use that learning opportunity.

The Advisory Council recommends cooperative research thrusts by the U. S. Office of Education, the Departments of Labor, Commerce, and Agriculture to seek answers to these questions:

- **What is the time span the typical migrant worker spends in one place?**
- **Is it practical for the ABE program to follow the migrant stream and provide class participation opportunities on the road?**
- **What type of adult education program is logical for the migrant adult?**
- **Is there a natural linkage for migrants with career education and career renewal programs?**

The Council recommends the establishment of a special agency task force, under the direction of the U.S. Commissioner of Education, for the purpose of enhancing educational and allied services for the migrant workers. The special agency task force shall have membership from the Office of Education, Department of Labor, Department of Commerce, and the Department of Agriculture.

UNIT IX
Cost Factors

In FY−71, two-thirds of the states were unable to obligate all the dollars allotted to their ABE program by the federal government within the fiscal year because of late funding. The result: 10 percent of the federal allocation of $44,875,000 was carried over into fiscal year 1972.

This was by no means the only provocative phenomenon having to do with the funding of FY−71's ABE programs. Other instances:

- In dollars actually spent on ABE, all 50 states, plus the District of Columbia, applied more of their own state/local funds than a statutory 10 percent of the portion of federal money used in '71.
- Forty-six states, along with the District, invested from their own revenue more than 10 percent of the funds originally allotted to them by the government. The exceptions were Pennsylvania, Montana, Mississippi, and Texas. To clarify the distinction:

Texas applied $308,547 of state/local funds to its ABE program. This was less than 10 percent of the full federal allocation ($3,205,110) but more than 10 percent of the actually disbursed federal sum of $2,338,481.

- Three states laid out more dollars of their own for ABE than they spent out of their federal allotment. They were: Connecticut, California, and Hawaii.

California, allocated $2,422,896 by the government, spent all of that, plus $3,426,301 of its own.

- State expenditures in eleven states came to more than 50 percent of the federal dollars each one of them paid for ABE activities. In 13 states, the state level share represented more than 30 percent of the federal portion spent.
- Three states came very close to spending what the federal government allocated. Vermont missed by $1,803, Idaho by $1,779, and Hawaii by $832.
- Some other states fell short of being able to obligate the actual sum apportioned by the Office of Education. For example, in New York, the allotment was $3,748,204, but New York could spend only $2,840,388, a difference of $907,816, while proceeding to spend $2,086,207 of its own dollars. Pennsylvania spent $894,606 less federal money than was allocated; Mississippi, $114,094 less; Tennessee, $196,194 less; and, to show that populous states were not the only ones to wind up with sizeable amounts of federal money for use the next fiscal year, North Dakota had $188,322 coming to it from HEW, but could only contract $88,763 as part of a total state investment in ABE of $111,233.

The appropriation process, late funding, continuing resolutions, and varied state financial procedures were all conditions which affected the financial picture in FY−71.

- Only in Region VII (Iowa, Kansas, Missouri, Nebraska) did all states spend all of their federal allotment. In four others, not a single state could take advantage of all its federal funds within fiscal 1971 because of late funding. These were Regions II (New York, New Jersey, Puerto Rico, Virgin Islands), III (Middle Atlantic), VI (Central Southern, from Arkansas to New Mexico), and VIII (the Rocky Mountain group.)
- For reasons that none of the state directors' summaries fully explain, New York made by far the largest per student expenditure of any state. On behalf of each of its 12,691 federal registrants, the state applied $224 in federal dollars plus $164 of its own for a total of $388 per pupil in that fiscal year. Alaska spent $316 per pupil, and Wisconsin, $153. In unexplained contrast, Florida's per capita investments was $37, Texas' $46, and Hawaii's $56 per pupil.

These figures should not be set forth without also noting the 1970−71 expenditure for the individual pupil in elementary and secondary school: $858.

NATIONAL EXPENDITURES

These phenomena are no more perplexing than the curious dip that afflicted expenditures for ABE in the historical period from 1966 through FY-71. Federal and state/local allocations achieved a reasonable growth, but not without a mid-period loss. The growth process looked like this:

FEDERAL EXPENDITURES		
1966	$32,562,000	(included FY-65 carryover)
1967	25,427,000	
1968	29,337,000	
1969	34,608,000	
1970	37,200,000	
1971	40,420,000	

If the increase from 1966 to 1971 had happened at the same rate as occurred between 1970 and 1971, roughly $3 million, then federal expenditures would have been at the level of $47.5 million in FY-71 instead of $40 million.

- State/local expenditures (the matching 10 percent): They totalled $9,919,000 in FY-66, sagged in '67 and '68, then went ahead from $11.6 million to $13.3 million, and then to $14,576,000 in 1971.

Again, if growth in that last year, about $1.1 million, had also occurred in each of the previous fiscal years from 1966 onward, the 1971 total would have amounted to $15.5 million.

- Total expenditures: Combining federal with state/local, these totals began at $42,481,000 in 1966 and accelerated upward to a 1971 gross of $54,996,000.

COMPARISONS

Appraising the expenditures chart becomes a veritable field-day for the comparison shopper. The meanings behind the totals may not always be clear but the differences are compelling.

To begin with the individual states, California came out of FY-71 having achieved three distinctions on the comparison sheet. It led all the states in total expenditures for the federal ABE program, led them also in the amount of state/local funds invested, and placed second in its expending of federal funds. California spent a total of $5,849,197; this was compounded from $3.4 million in state/local money and $2.4 million in federal dollars. This particular state, it should be remembered, almost caught first-place Texas in the enrollment of students. They both enrolled more than 57,000.

In total expenditures, New York, with a federal enrollment of 12,691, came second and Texas third. With its $3,426,301 in state/local money spent, California was first in the nation in that category, followed by New York ($2,086,207) and Michigan ($991,414). Then, in federal money spent, New York led at ($2,086,207) and Michigan ($991,414). Then, in federal money spent, New York led at $2,840,388 actually paid out; California was second, and Texas was third ($2,338,481).

In total expenditures, the low states were all from Region VIII; North Dakota spent $111,223; Montana, $130,176; and Wyoming, $142,268. Montana, Wyoming, and South Dakota (also in VIII) finished 1, 2, and 3 in state/local money spent, as seen from the bottom of the list. Montana matched $16,387 for ABE. Meanwhile, the low states in federal expenditures were North Dakota ($88,763), Montana ($113,789), and Nevada ($114,025). These are the smaller population states and receive a smaller federal allotment.

Looking at the state totals from a different direction, one notes that in terms of total expenditures, 23 states recorded more than $1 million each; six states spent more than $2 million apiece. Some 26 other states invested in ABE programs in amounts under $750,000, while 16 states spent less than $375,000.

Carrying this same approach into the area of state/local money allocated for ABE, six states and Puerto Rico invested more than $500,000 each in FY-71. Some 34 states spent sums under $200,000, and 21 reported expenditures of under $100,000. As for actual use of federal dollars, 17 states spent more than $1 million, and seven of them were in southeastern Region IV. Thirty-one states applied federal funds totalling less than $750,000 in each case; 23 spent less than $200,000 each of federal money.

Among the regions, IV, the section with 173,594 students, spent the most, $12,318,234. Region IX (Western States) put in the most state/local funds ($3,844,839), mainly because California made such a large investment ($3,426,301). Region IV, being the largest with eight states, put the greatest amount of federal dollars to work $10,429,,576.

Again referring to the regions, II, the one which includes New York and New Jersey, came in first in three categories: the largest total spent per pupil ($159), the largest state funds per pupil ($164), and the largest amount of federal money applied to each student ($224). On the far end of the scale, Region VI (from Arkansas to New Mexico) had the lowest total per pupil ($66), and the lowest amount of state funds ($8 per student); while West Coast Region IX spent the least federal dollars for each adult ($44).

The eight southeastern states, Region IV displayed a unique consistency in the amount of federal funds each one spent. Seven of the eight states applied totals ranging from $1,148,538 (Kentucky) to $1,831,-961 (North Carolina); in short, all spent over $1 million each. The eighth state, Mississippi, was not far behind in its spending of $940,052 in federal funds. Was there any common planning among the states that attained this result? Curiously, the aspect of consistency did not carry over to state/local funds. In that respect, the eight states invested sums that spread

from a low of $104,450 in Mississippi to a high of $537,898 in South Carolina. The latter state had a good enrollment (18,700), but it was exceeded in Region IV by three other states with lower state/local expenditures.

At the beginning of this analysis, reference was made to "per student expenditure." New York spent $388 per pupil; in neighboring New Jersey, the per pupil total was $102.

Of even greater interest, perhaps, are the per student expenditure figures. Remembering New York's $388, we find Florida with a total per pupil figure of $37. Why such a low per capita sum? Texas, meanwhile, the number one enrollment leader, spent $46 per pupil, and Hawaii $56. Texas was lowest of all in state/local investment at $5 per adult. Colorado spent $6, and Idaho $7.

In this respect, note that 15 states invested less than $10 per adult; and 44 states were under $50 per student. The national average for state/local expenditures was $23. Some 37 states were under it; and, one should add, 17 states invested less than the national average figure for federal expenditures ($65 per individual).

The receipt of federal funds by the state well into the fiscal year creates uncertainty at the local program level and, if far too many cases, classroom units in adult basic education were postponed. Moreover, without advance lead time on program dollars, many classes were cancelled or not scheduled. Program effectiveness is curtailed when appropriations are not known or not made in advance of the year in which they are to be utilized.

The Council recommends that Congress implement the concept of federal forward funding of education programs. State and local education agencies must provide matching and support funds for adult education services in advance of the program year in order to facilitate adequate planning, as the federal funds are combined with these and other resources.

The Council recommends that the U.S. Office of Education, the National Center for Educational Statistics, and the National Institute of Education combine their research and reporting endeavors to probe the numerous questions associated with the cost factors of adult education.

The Council recommends that immediate steps be taken by USOE to improve the Annual Expenditure Report Form for the State Grant program reporting form and the expenditure form must be appraised together in order to examine relationships between dollars spent and aggregate hours of membership, between matching dollars and federal funds, and to find cogent answers to expenditures and financial requirements.

The inconsistencies and disparities in the records discussed in this unit indicate that the U.S. Office of Education has failed to establish a national yardstick or base level of expenditure for adult basic education.

It seems apparent that basic educational opportunities for adults vary widely according to the students' residence.

TABLE 4
FEDERAL AND STATE EXPENDITURES PER STUDENT FOR ADULT BASIC EDUCATION (P.L. 91–230) BY STATE AND REGION FY–71

	EXPENDITURES			PER STUDENT EXPENDITURE			
	FEDERAL	STATE AND LOCAL	TOTAL	ENROLLMENT	FEDERAL	STATE AND LOCAL	TOTAL
NATIONAL TOTALS	**40,419,514**	**14,576,150**	**54,995,664**	**620,922**	**65.00**	**23.00**	**88.00**
REGION I	**2,250,807**	**1,206,688**	**3,457,495**	**34,063**	**79.00**	**24.00**	**102.00**
Connecticut	559,625	562,663	1,122,288	11,117	50.00	51.00	101.00
Maine	213,144	36,876	250,020	1,794	119.00	21.00	139.00
Massachusetts	938,251	537,014	1,475,265	14,288	66.00	38.00	103.00
New Hampshire	146,825	18,084	164,909	1,676	88.00	11.00	98.00
Rhode Island	254,053	30,799	284,852	2,888	88.00	11.00	99.00
Vermont	138,909	21,252	160,161	2,300	60.00	9.00	70.00
REGION II	**4,782,819**	**2,901,080**	**7,683,899**	**48,274**	**99.00**	**60.00**	**159.00**
New Jersey	1,223,492	300,000	1,523,492	14,944	82.00	20.00	102.00
New York	2,840,388	2,086,207	4,926,595	12,691	224.00	164.00	388.00
Puerto Rico	691,027	508,373	1,199,400	20,318	34.00	25.00	59.00
Virgin Islands	27,912	6,500	34,412	321	87.00	20.00	107.00
REGION III	**4,398,150**	**757,583**	**5,155,733**	**55,359**	**80.00**	**13.00**	**93.00**
Delaware	156,364	19,174	175,538	1,285	122.00	15.00	137.00
Dist. of Columbia	223,030	92,783	315,813	2,124	105.00	43.00	148.00
Maryland	725,575	171,677	897,252	8,794	83.00	20.00	102.00
Pennsylvania	1,334,595	148,288	1,482,883	17,738	75.00	8.00	84.00

TABLE 4 (Continued)
FEDERAL AND STATE EXPENDITURES PER STUDENT FOR ADULT BASIC EDUCATION (P.L. 91–230) BY STATE AND REGION FY–71

REGION III (continued)	EXPENDITURES			PER STUDENT EXPENDITURE			
	FEDERAL	STATE AND LOCAL	TOTAL	ENROLLMENT	FEDERAL	STATE AND LOCAL	TOTAL
Virginia	1,431,946	165,178	1,597,124	13,375	107.00	12.00	119.00
West Virginia	526,640	160,483	687,123	12,043	44.00	13.00	57.00
REGION IV	**10,429,576**	**1,888,658**	**12,318,234**	**173,594**	**60.00**	**10.00**	**70.00**
Alabama	1,265,009	140,557	1,405,566	13,447	94.00	10.00	105.00
Florida	1,308,317	321,258	1,629,575	44,358	29.00	7.00	37.00
Georgia	1,578,909	198,590	1,777,499	25,953	61.00	8.00	68.00
Kentucky	1,148,538	163,321	1,311,859	16,453	70.00	10.00	80.00
Mississippi	940,052	104,450	1,044,502	13,902	68.00	8.00	75.00
North Carolina	1,831,961	203,552	2,035,513	24,807	74.00	8.00	82.00
South Carolina	1,149,402	537,898	1,687,300	18,700	61.00	28.00	89.00
Tennessee	1,207,388	219,032	1,426,420	15,974	76.00	14.00	89.00
REGION V	**6,149,864**	**2,117,621**	**8,267,485**	**85,486**	**72.00**	**25.00**	**97.00**
Illinois	1,743,263	337,593	2,080,856	27,809	63.00	12.00	75.00
Indiana	705,322	75,860	781,182	8,212	86.00	9.00	95.00
Michigan	1,248,005	991,414	2,239,419	18,671	67.00	53.00	120.00
Minnesota	326,063	63,881	389,944	3,256	100.00	20.00	120.00
Ohio	1,456,287	309,684	1,765,971	20,939	70.00	15.00	84.00
Wisconsin	670,924	339,189	1,010,113	6,599	102.00	51.00	153.00
REGION VI	**5,453,516**	**741,528**	**6,195,044**	**93,934**	**58.00**	**8.00**	**66.00**
Arkansas	712,880	87,773	800,653	7,036	101.00	12.00	114.00
Louisiana	1,538,829	189,821	1,728,650	14,464	106.00	13.00	120.00
New Mexico	334,793	41,487	376,280	5,474	61.00	8.00	69.00
Oklahoma	528,533	113,900	642,433	9,521	56.00	12.00	67.00
Texas	2,338,481	308,547	2,647,028	57,439	41.00	5.00	46.00
REGION VII	**1,812,124**	**448,165**	**2,260,289**	**29,810**	**61.00**	**15.00**	**76.00**
Iowa	339,237	255,144	594,381	10,421	33.00	24.00	57.00
Kansas	307,754	52,347	360,101	4,002	77.00	13.00	90.00
Missouri	926,165	107,947	1,034,112	11,549	80.00	9.00	90.00
Nebraska	238,968	32,727	271,695	3,838	62.00	9.00	71.00
REGION VIII	**921,486**	**131,454**	**1,052,940**	**11,824**	**78.00**	**11.00**	**89.00**
Colorado	289,748	34,416	324,164	5,882	49.00	6.00	55.00
Montana	113,789	16,387	130,176	1,094	104.00	15.00	119.00
North Dakota	88,763	22,470	111,233	955	93.00	24.00	116.00
South Dakota	149,884	17,651	167,535	1,304	115.00	14.00	128.00
Utah	154,239	23,325	177,564	1,580	98.00	15.00	112.00
Wyoming	125,063	17,205	142,268	1,009	124.00	17.00	141.00
REGION IX	**3,301,588**	**3,844,839**	**7,146,427**	**74,980**	**44.00**	**51.00**	**95.00**
American Samoa	7,993	7,200	15,193	383	21.00	19.00	40.00
Arizona	359,410	55,534	414,944	4,546	79.00	12.00	91.00
California	2,422,896	3,426,301	5,849,197	57,278	42.00	60.00	102.00
Guam	57,351	39,300	96,651	635	90.00	62.00	152.00
Hawaii	271,939	282,314	554,253	9,940	27.00	28.00	56.00
Nevada	114,025	34,190	148,215	1,394	82.00	25.00	106.00
T. Terr. Pacific	67,974	000	67,974	804	85.00	0.00	85.00
REGION X	**919,584**	**538,534**	**1,458,118**	**13,598**	**68.00**	**39.00**	**107.00**
Alaska	141,671	117,563	259,234	821	173.00	143.00	316.00
Idaho	158,694	21,509	180,203	3,087	51.00	7.00	58.00
Oregon	256,773	165,501	422,274	5,172	50.00	32.00	82.00
Washington	362,446	233,961	596,407	4,518	80.00	52.00	132.00

UNITS X - XIV

HIGHLIGHTS OF SELECTED COUNCIL STUDIES

UNIT X

Special Background Study

Inasmuch as the National Advisory Council on Adult Education had been activated late in the second half of fiscal year 1971, it faced immediately the prodigious task of obtaining background information in the area of adult education which was necessary for use by the Council members in preparing recommendations to the Commissioner of Education and in preparation of the Council's first annual report to the President.

The Council staff operation did not become functional until the latter part of May, 1971. The Council and its headquarters cadre, composed of an executive director and one secretary, did not have sufficient manpower in its initial operational phase to conduct, on its own, the background research necessary for the development and completion of various components of the first annual report. The Advisory Council, therefore, proposed that between June 15 and August 15, 1971, a special background research study be carried out for the Council through its Agency, Interagency, Research, and Evaluation Committees and the National Council of State Directors of Adult Education.

The special background study was conducted in four parts and provided the Council with the following information.

Part I: This section dealt with a synopsis of teacher training, research and development projects, funded by the U.S. Office of Education under Section 309 (b) and (c) of the Adult Education Act. The research contained:

(a) The objective of the projects and a description of each project and what they were intended to accomplish.

(b) The process by which projects were selected and funding decisions made.

(c) What the project accomplished, what conclusions were reached, what recommendations were made, and how results were used.

(d) Why projects were discontinued and the basis for refunding.

(e) The extent to which projects were continued without federal support, and the number of types of personnel involved in the administration of the project.

Part I of the research project was completed by means of interviews and the examination of reports. Information about the objectives of the project and the results of the projects had to be taken directly from a sample of final reports submitted by project directors, because there was no other information available in a single source document.

At the time Part I research was completed, there did not appear to be an adequate filing system nor a summary statement or synopsis of the status of each of the 309 projects. The reading of the final 309 reports was not easy because there was not a standardized reporting mechanism being used by the Office of Education.

The objectives of the 309 projects in FY-71 were so dissimilar from one another that it was impossible to generalize about them. The scope of the kinds of projects was limited only by the annual list of priorities on special projects and teacher training institutes and the nature of the legislation itself. In one sense, the open-ended requirements for projects enabled a creative researcher to follow a path that he thought important; but, on the other hand, the random nature of this practice appeared to lead to overlaps in some areas while important gaps in the knowledge of ABE went unresolved.

The Council's research determined that a vast majority of projects had their own set of objectives specifically designed to improve educational conditions within local areas. Objectives were meaningful and worthwhile from a local or regional point of view, but a national scheme seemed to be lacking. The *Special Background Study* suggested that the Division of Adult Education needed to develop a framework for identifying areas in ABE where it would be most appropriate to sponsor projects in order to facilitate an orderly development of adult research and demonstration programs on a national basis.

An overall evaluation system of 309 projects against specific objectives was lacking. The accomplishments of projects, their results, and problems encountered were not available in any single resource document.

The development of 309 priorities by the USOE Division of Adult Education has greatly improved since the Council's initial *Special Background Study*. Today, priority lists for 309 are developed by the Division of Adult Education and the Bureau of Occupational and Adult Education in concert with councils, organizations, agencies, and the practitioners of adult education. Originally, although priorities were developed with specific objectives in mind, the final priorities appeared to be generalities.

The process by which projects were selected and funding decisions made was outlined in the Council's *Special Background Study*. Due to concerns raised by the Council, by state directors, and because of improved administrative practices by the Division of Adult Education, the process for selecting and funding 309 projects has significantly improved. In fiscal year 1974, the administrative procedures, the receipt and processing of applications, the development of priorities, and the final grant selection process is well defined and fully implemented.

During the Council's study, it could not be clearly ascertained what the projects had accomplished, what conclusions were reached, what recommendations were made, and how results were used.

In the past three years, improved practices and evaluative procedures have resulted in providing a better reporting system on the results of 309 programs.

At the time the Council conducted the study, the Division of Adult Education had not recommended funding of special projects or teacher training programs at the adult secondary level. Reasons given were that basic needs must be met first and that only a very small percentage of the adult basic education need had been fulfilled. Since that time, priorities have allowed for 309 projects which address research and model building in the area of high school completion programs for adults.

Part I material of the study did provide information for appendix A of the Council's 1972 report. The appendix presented data on federally supported adult basic education programs and included a brief review of 309 (b) and (c) projects and statistics from adult basic education programs.

Part II: Part II of the Council's research project involved a review of state grant adult basic education programs in order to identify past accomplishments and the present status of programs, which assisted the Council in suggesting directions for the future.

The part contained an overview of the objectives as outlined in the legislation, a statistical summary of participants in the ABE program for 1970, and a brief comparison of program enrollment to the number of undereducated individuals in the country as reported by the first publications of the 1970 census.

At the time the Council conducted its study, the Office of Education had not completed the *Adult Basic Education Program Statistics on Student and Staff Data*. That publication was released by the Office of Education in 1972. It was, therefore, necessary that the Council obtain information pertaining to individuals enrolled in the federal state grant program. Enrollment figures, educational attainment data, and financial program information contained in the Council's *Special Background Study* were later substantiated by the Office of Education's report #OE72-22 titled "Adult Basic Education Program Statistics," July 1, 1969–June 30, 1970.

In examining the Adult Basic Education Annual Program Report Form (OE Form 3058), it quickly became apparent that the instructions for completing the form did not provide for the various unique data collection systems in operation at the state level; therefore, the program statistics obtained from the report needed additional interpretation and clarification. Data presented in the Council's study was contained in the Council's March, 1972, *Annual Report* in ten tables, pages 30 through 37.

A subpart of Part II summarized procedures for relating to national policy and the state and local program. The Council's report indicated a lack of any systemized procedure for relating national policy to programs of operation at the state and local level, which resulted in certain inconsistencies in program operation, and, in many cases, prevented programs from functioning as effectively as possible. The five primary methods of disseminating national policy philosophy were identified as follows:

(a) The Act – Overall national policy is spelled out in the law and is made operational through USOE priorities, rules and regulations, and administrative position papers;

(b) Meetings of state directors of adult education generally called by USOE;

(c) Regional meetings of state administrators conducted by HEW/USOE regional program officers which attempt to reinforce national policy;

(d) Request for proposals (RFP's) which often contain policy items in background statements and in the description of work to be performed;

(e) State plans which usually contain statements affecting the development of national policy.

The Council's report indicated that a policy, which permits the existence of numerous federal programs that have a basic education component, has a very serious effect on the operation of ABE at the local level. There is little coordination among these programs and, in fact, little understanding of programs in other agencies. This fact, the Council felt, pointed to the need for a national policy to (1) coordinate reporting systems, (2) define common terms among the agencies and programs, and (3) create linkages between the program to increase the basic skill training provided for the target population.

The Council, in its *Special Background Study*, asked the question, "Do the policy statements and guidelines emanating from the federal level emphasize the teaching of literacy as a prerequisite for job training, or do they relate to the more comprehensive goal of creating a broad base of general education to undergrid total life responsibility?" The purpose for which the adult education program was initiated naturally influences the policy under which it is administered. The program was born in a climate that gave it a vocational emphasis. A number of surveys at the time found that there was a high correlation between a lack of education and lack of employment. Therefore, the policy to train adults for jobs and get them off the relief roles was a natural and logical step.

The extension of the ABE program through the completion of the 12th grade had little effect on local programs, the Council indicated, due to the fact that no appropriation was made to implement an adult secondary program. The reduction of the age limit to 16 and the extension of the program through the 12th grade will, when properly implemented, have a tremendous effect on the operation at the local educational level. It will impose another dimension to the program; it will require the local administration to implement their teacher training program as well as expand their curriculum to provide secondary educational opportunities.

The Council's study pointed to the devastating effect at the local level of the lateness of funding which negates efforts at long-term planning by the local district. The Council recommended in various reports that the allocation of funds be in advance of the program year and, further, that the concept of forward funding be implemented by the Congress.

The final portion of Part II contained a review of recommendations made by the National Advisory Committee on Adult Basic Education, which was created by the Adult Education Act of 1966. The ABE Committee's recommendations were contained in a report dated June, 1968, and a second annual report dated August 1969. It was the concensus of those completing the Council's *Special Background Study* and reviewing the ABE Committee's recommendations that there was not sufficient evidence to show that any significant changes in the ABE program had come about directly as a result of those recommendations. The Council reviewed the fifteen recommendations made in the ABE Committee's reports and utilized those recommendations as one basis for the develop-

ment of segments in the 1972 annual report.

Part III: The third section of the *Special Background Study* reviewed all federal programs in support of adult basic and continuing education and training for persons who had less than a college education. The enabling legislation referred to in the Council's report extended services to a target population which was broader than those persons seeking precollege training.

Part III was organized in three segments. One gave a brief resume of 74 programs which included the administering agency, the authorizing legislation, the objectives, target population, financial information, and a contact person within the administering agency. The second segment identified an additional 63 programs which provided information, education, and technical assistance through libraries, exhibits, mass media, and promotional services. The listing included the name of the program, a brief description of the services offered, the administering agency, and financial information for the fiscal years 1970–71 and an estimate for FY-72. Segment III summarized the 137 programs by categorizing them in three ways:

(1) by enabling legislation,
(2) by administering agency, and
(3) by function.

An analysis of the programs illustrated to the Council the degree to which a large number of federal agencies were involved in providing educational opportunities for adults who were also the target population of the Adult Education ACT (P. L. 91-230). The total expenditures for the 137 programs outlined in the Council's report was over $5 billion in FY-70.

As a result of this preliminary investigation of supporting activities for adult basic education through the federal government, it became clear to the Council that a more detailed analysis should be undertaken. In June of 1972, the Council submitted, in support of its *Annual Report*, the publication entitled "Federal Activities in Support of Adult Education." That report is summarized in Unit XIII of this publication.

Part IV: The final section of the Council's *Special Background Study* provided the members with information concerning the enormous scope of national voluntary or private organizations, associations, group agencies, societies, councils, and commissions that in some way dealt with adult continuing education.

In order to assemble information on these groups into a workable functional number, the Council used the criteria of selecting those organizations who were (1) in attendance at the Adult Education Galaxy Conference, December 6–10, 1969, which was held in Washington, D.C., (2) had present membership in the Coalition of Adult Education Organizations, (3) had adult and continuing education as a real and primary concern of the organization, and (4) were listed in various directories of associations with responsibilities in adult education.

Thirty-five organizations and/or associations were listed alphabetically by name and with the following information:

(a) The date the organization was founded.
(b) The number of members.
(c) The number of organizational staff members.
(d) The organization's purpose.
(e) Services performed by the organization.
(f) Contact information which included the name, title, mailing address and phone number of the organization's chief officer.

The information contained in the Council's study provided a resource of individuals who could be contacted on matters relating to adult education programs and services.

UNIT XI
Interim Report

The Adult Education Act requires that the National Advisory Council on Adult Education submit to the President, for his transmittal to Congress, an *Annual Report* by March of each year.

In September of 1971, the Council determined that an *Interim Report* was advisable for the purpose of stressing the Council's first half year of activity. The transmittal letter to the President explained that in a short period of time the Council had initiated studies, held five national meetings, conducted program visitations in the field, employed a professional staff, and was actively striving to facilitate communication within the adult education professional community.

The *Interim Report* served as an introduction to the Council's composition, its charges, and its activities. The report outlined several activities which gave impetus to the Council's research thrusts.

The *Interim Report* indicated that the Research Committee had initiated studies on the administration of teacher training institutes and special demonstration projects funded under Sections 309 (b) and (c) of the Adult Education Act.

The committee had surveyed state grant ABE programs in order to identify operational procedures, past accomplishments, and the present status of programs.

The report stated to the President and the Commissioner of Education that the Council, through its Committee on Research, had assembled a synopsis of federal laws dealing with adult education and a categorization of federal adult education programs. The report specified the completion of a glossary of national voluntary associations and organizations with adult education concerns in the United States.

The Council and its committees assisted in the development of a United States information document for participants at The Third International Conference on Adult Education which was held in Tokyo, Japan.

The *Interim Report* itemized twenty concerns of the National Advisory Council on Adult Education, of which nearly half had direct relevance to research activities. Specific concerns were as follows:

- What are the measurable long range goals for adult education as seen by the U.S. Office of Education?
- Should state advisory committees for adult education be established and funded through federal legislation?
- What is the present status of programs of adult education and adult basic education which are administered in agencies of the federal government other than the USOE? Moreover, should the Office of Education have responsibility for "signing off" on such programs?
- Should the Council encourage adult education programs which place a high priority on minority groups, women who wish to enter or re-enter the work force, the aging, the veteran, and inmates in correctional institutions?
- How can increased emphasis be placed on education for the hard-core illiterate adult?
- How can the results of demonstration projects be published and disseminated more effectively?
- How can greater emphasis be placed on the training of teachers and administrators for adult education?
- How can increased emphasis be placed on a broader adult education concept beyond adult basic education?

The *Interim Report* stated that the Council would initiate research and studies as one means of addressing the concerns facing adult education administration, program and services.

The Council had every reason to believe that the future of adult education was bright, and that, on the horizon, the education community was beginning to solely a function of youthful years. The Council pledged that one of its immediate future activities would be, in concert with other agencies, the consolidation of adult education resources in an effort to bring about a meaningful community-centered education program.

It was this philosophy that pointed the way for the Council's Research Committee to embark on projects which provide the Council, the Executive Branch of Government, the Administration, the Congress, and the practicing adult educator with sound and valid research, statistics, and information.

The Council outlined three responsibilities for its Research Committee.

1. An examination of agency operational structures in adult education.
2. An assessment of adult education programs.
3. A study of federal, state, and local program operation.

UNIT XII
National Organizations and Voluntary Associations

When the Research Committee completed its *Special Background Study* in August of 1971 and reviewed the content of that study, it became immediately apparent that parts of the study were not only valuable information for the Council, in identifying and contacting adult education organizations, but this material would assist adult educators and other groups in contacting those organizations and associations with adult education concerns in the United States.

The Council authorized the Research Committee to assemble the information on the 37 organizations and associations outlined in the *Special Background Study*. The Research Committee presented the Council with a publication format which included an alphabetical registry of national organizations and supporting information on each group. The study did not embrace state, regional, international, or governmental organizations.

Representataives of the 37 organizations were contacted in person to determine if all information was completely up to date. There were over 10,700,000 members in the 37 organizations or voluntary associations listed in the Council's publication. There were 2,358 institutions of higher education represented by organizations, in addition to 950 special schools.

The study provided the Council with contact information on the executive officer of each organization and their staffs which totaled over 2,500 individuals. Thirty-three church denominations were represented in the study through various national councils. Public broadcasting organizations, with responsibilities in adult education, represented approximately 300 public radio and television stations.

Many of the national organizations and voluntary associations identified provided the Council and its committees with a variety of services.

In late 1972, the association and organization publication was updated and, in addition to the material contained in the earlier publication, a section was added to each organization which specified the adult education publications for each group.

NATIONAL ORGANIZATIONS AND VOLUNTARY ASSOCIATIONS

Adult Education Action Council (AEAC)
Adult Education Association of the U.S.A. (AEA)
American Association of Community and Junior Colleges (AACJC)
American Association of University Women (AAUW)
American Society for Training and Development, Inc. (ASTD)
American Vocational Association, Inc. (AVA)
Association for Field Services in Teacher Education (AFSTE)
Association of University Evening Colleges (AUEC)
B'nai B'rith (BB)
Church Women United, Inc. (CWU)
Coalition of Adult Education Organizations (CAEO)
Commission of Professors of Adult Education (CPAE)
Corporation of Public Broadcasting (CPB)
Council of National Organizations of Adult Education (CNO-AE)
Division of Instruction and Professional Development of the National Education Association (DIPD)
Institute of Lifetime Learning (ILL)
National Academy for Adult Jewish Studies (NAAJS)
National Association for Public Continuing and Adult Education (NAPCAE)
National Association of Black Adult Educators (NABAE)
National Association of Educational Broadcasters (NAEB)
National Association of State Universities and Land Grant Colleges
National Association of Trade and Technical Schools (NATTS)

National Community School Education Association (NCSEA)
National Council of Churches of Christ in the U.S.A. (NCC)
National Council of State Directors of Adult Education (NCSDAE)
National Council of Urban Administrators of Adult Education (NCUAAE)
National Council on Adult Jewish Education (NCAJE)
National Council on Community Services for Community and Junior Colleges (NCCS)
National Educational Television (NET)
National Home Study Council (NHSC)
National Public Radio (NPR)
National Training Laboratory (NTL)
National University Extension Association (NUEA)
Public Broadcasting Service (PBS)
Reference and Adult Services Division of the American Library Association (RASD/ALA)
Society for Public Health Educators, Inc. (SOPHE)
United Business Schools Association (UBSA)

UNIT XIII

Federal Activities in Support of Adult Education

The Council's *1972 Annual Report*, which was transmitted to the President and later to the Congress of the United States, outlined the need for better cooperation and coordination among and between various education agencies and their programs. The Council noted that Congress funds several educational assistance programs to agencies who are outside the field of education. This proliferation makes the task of cooperation extremely difficult, often resulting in duplication of effort, program gaps, wasted funds, and unnecessary competition by agencies for participants.

Without agency cooperation and coordination the Council felt that successful new methods for working with adults developed and tested in one program were rarely disseminated to other programs. Many adult educators had indicated to the Council that the educational consumer is placed in a maze, which requires his movement from one agency to another in order to procure the type of program necessary to meet his needs. This search is often expensive, time consuming and frustrating, according to reports by adult education practitioners.

One of the Council's 1972 recommendations was that a single agency have the responsibility for coordination of all federal programs providing educational opportunities for adults. In order to fully substantiate the problem and recommendation of the Council concerning better cooperation and coordination, the Council's Research Committee completed a more detailed analysis of its preliminary investigation of those agencies and services in adult education provided by federal government funding.

The National Advisory Council on Adult Education, in the summer of 1971, began its study of federal activities in support of adult basic and continuing education and training for persons who had not completed their high school education (Refer to Unit X). As a result of the Research Committee's preliminary investigation, it was determined that a more detailed analysis should be undertaken and this became the responsibility of the Research Committee. The Committee's report classified activities in three general categories:

1. Adult Education and Training Programs
2. Library Technical and Information Services
3. Training of Public Employees

For each activity, the report indicated the program's specific activity, its administering agency, the funds obligated for fiscal year 1971, and an estimated obligation of funds for fiscal years 1972 and 1973.

In the category of training of public employees, the Research Committee's report indicated the number of persons served each year for the sixteen programs listed in the research publication. Emphasis was given to 53 adult education and training programs. In addition, the authorizing legislation objectives, uses, and accomplishments were also provided.

Educational computer print-outs from several agencies provided the data for program components in the following categories:

1. Programs which supported adult basic and extension education.
2. Adult Education components for public library services outside educational institutions.
3. Educational TV programs for adults and programs of the Foundation for the Arts and Humanities, including studies for personal enrichment as well as other programs aimed at adults.
4. Training of public employees conducted at educational institutions provided by the federal government, and
5. The cost incurred in behalf of servicemen obtaining education during off-duty hours.

The study revealed the proliferation of adult education efforts. The primary objective of the report was to identify federal programs available to adults who had not completed secondary education. To insure that all programs for that population were iden-

tified, it was necessary to report some programs focusing on a broader population. In all cases, the perimeters of that population were indicated in the Research Committee's report to the Advisory Council. The committee felt there was a primary and urgent need for the articulation of a clear statement of policy establishing the objectives of federal involvement in adult education.

QUESTION: Is the federal government supporting education for adults?
RESPONSE: The federal government is involved in the support of adult education activities—over four billion dollars in FY-73. Some reasons include the following. No one can deny that the under-educated individual is severely handicapped; he is also a burden to the general welfare of the nation. The failure to obtain a minimum of high school completion among the population of males 25 to 34 years of age in 1970 was estimated to cost the nation:

- $237 billion in income over the lifetime of these persons and
- $71 billion in "lost" government revenues, of which about
- $47 billion would have been added to the federal treasury, and
- $24 billion to the treasury of state and local governments

Welfare expenditures attributable to inadequate education are estimated to be $2 billion each year. The cost to the nation, due to crime that is related to inadequate education, appears to be about $3 billion a year and rising. There are social costs that cannot be stated in dollars and cents.

Inadequate education also inflicts burdens on the nation in the form of reduced political participation and intergenerational mobility, as well as a higher incidence of disease.

The mobility of the American people is such that the undereducated person is not necessarily a social or physical expense and responsibility of his school district, county or state, but an expense and responsibility of all people of all the states.

QUESTION: If a national educational commitment is not feasible to assist all adults, what target population should be given priority and why?
RESPONSE: It would appear that if anything less than a full commitment to the undereducated were to be accepted by the federal government it should concentrate on the population group lacking high school diploma.

The Council further characterizes the target group by aiming educational opportunities at those individuals determined to be capable and desirous of employment upon receipt of the high school diploma. Emphasis should be placed on those types of employment for which a person can be quickly prepared and retrained as the focus of skills shift or change. The target population group should be the primary group because formal education and its recognition is one of the most determinant of a person's opportunities and, to a great extent, those of his children.

The healthy individual, just as much as a healthy, expansive, society must have the means of mobility in pursuit of a livelihood. Mobility must provide lateral and upward movement in order to maintain the individual's competencies in the midst of constantly changing needs and desires.

QUESTION: What should be the scope of a national commitment to the target population group of adults who have not completed their secondary education?
RESPONSE: Federal and state governments should make commitments to a program of identification and recruitment of capable, desirous, non-high school diploma persons and develop programs providing them with the means of re-entry into a high school program within the public school system in specially planned adult high schools, which are designed to more specifically meet the needs of adults over high school age.

The Council stated that such a program would necessitate a commitment of money, leadership, and cooperation. Leadership of the highest caliber should be provided and developed to insure the success of those adults re-entering public high school and participating in specifically designed high school programs. Cooperation of those agencies presently involved in the many varied activities now being conducted in the area of adult education is vital.

QUESTION: Should federal involvement in adult education be limited to only unemployed adults?
RESPONSE: To concentrate on the education of the unemployed is to operate from a basis of curing existing maladies, to always be reactive and defensive rather than to prepare adults for the realities of their situation as they move into the future. It would appear that adequate educational preparation would be less expensive and more fruitful than the often used approach of after-the-fact attempts to remedy unemployment or even under-education.

QUESTION: Should federal efforts in adult education be limited to employment oriented experiences or should they include life enrichment activities not solely related to employment?
RESPONSE: The education commitment for adults on the part of the federal government should be limited to an employment orientation type of education. The emphasis and direction must be such that a

person can become equipped to provide himself and his dependents with the necessities of life and a basis from which he can move, lateraly or upward, in our society.

To equip an undereducated person for employment without a means and an attitude receptive to retraining and life enrichment is a stop-gap measure and a poor investment in the long run.

QUESTION: Are adult educational activities so crucial to the national well being that funding should include subsistance and other supportive services?
RESPONSE: Yes, there is recent evidence that it cost a minimum $1,700.00 per semester for a student to subsist in a tuition-free community college in California. How can an undereducated, unemployed or underemployed person be expected to participate in an educational program that will, in all likelihood, cut into his work time, if he has any, cut into his savings, and endanger the provisions he has made for his family, if he does have family responsibilities?

Can a person who has been deprived of an adequate education, whether it is the result of his own actions to circumstances beyond his control, be asked to deprive himself even more as a result of his desire to help himself and his society?

How successful can a program be that does not provide for the necessities of life regardless of the potential rewards in the future?

The Council's Research Committee supports the concept of subsistence and supportive services as an integral part of any adult high school completion program.

The Council's report of federal activities in support of adult education substantiated that there exist federally-funded programs that answer the questions previously stated. However, there appears to be no established national priority, national policy, nor uniformity. The first task the Council felt, should be the establishment of policies, at the highest level of the federal government, which would include national goals, scope of federally supported activities, and the target population specified for those efforts.

The Research Committee further recommended that an agency be designated to bear the responsibility for:

- Communicating these objectives to the various agencies currently involved in adult education activities;
- Establishing a uniform system of program evaluation and reporting;
- Coordinating activity to eliminate administrative and service duplication;
- Sharing new knowledge and understanding gained in the operation of these various programs with puolic and private consumers of adult education.

The Research Committee encouraged the federal government to analyze the programs described in the Council's report and determine the areas of cooperation, coordination, duplication, and gaps in services to the target population. On several occasions, members of the Advisory Council met with the U.S. Commissioner of Education to discuss a better delivery system of federal educational programs to adults. The commissioner encouraged the Council to meet with the Federal Inter-Agency Committee on Education (FICE) for the purpose of outlining problems and recommendations contained in the Council's report on the financing of programs in adult education.

The chairman of the Research Committee met with the FICE committee in late September and requested that a task force commitment be made by FICE to provide linkages between federal agencies having a responsibility for adult education services. Unfortunately no action has been taken by the FICE group to initiate cooperation and coordinate mechanism between educational agencies of the federal government who offer programs and services to adults.

UNIT XIV
Demographic Traits

As the Research Committee continued its efforts to identify and clarify the target population specified in the federal adult education act, two committee reports were completed in the spring and fall of 1973. These two reports are combined in this unit in order to present written and graphic material together.

In mid-October, 1972, the Census Bureau published a detailed profile of the social and economic characteristics of the U.S. population. Many of the facts and figures from the 1970 census report dispelled old and fixed ideas about the American population. Many of these facts and figures are applicable to program planning in the field of adult education.

The census report included such diverse pieces of information as the number of American adults whose incomes were below the government's poverty level in 1970 (27.1 million or 13.3 percent); the report tells how many adult Americans never attended any school at all, not even first grade (2 million).

The Census Bureau report stated that 1/6 of all children were living with only one or neither of their parents and that 40 percent of all women in the country were engaged in the labor force.

The Bureau report indicated that 1/6 of all Americans of retirement age, 65 or older, were still working at the time the census was taken, and that 1/4 of all elderly people in the United States were living in what the government officially described as poverty.

In a survey conducted by the Systems Development Corporation in 1973, it was noted that 58 percent of the adult basic education students in the research sample had some earnings the last quarter of 1971, but 42 percent of the participants in the ABE sample had no income.

The Bureau discovered that more than 25 percent of all Americans were in school in 1970. This represented 59.5 million individuals from the total population of 203.2 million.

About 30 million Americans (approximately 15 percent) told the census taker that the English language was not their mother tongue. The Bureau found that 1/6 of the population in the census year was either foreign born or born of foreign or mixed parentage.

The Census Bureau reported that 55.5 percent of all Americans 14 years of age and older were in the labor force. This would indicate that a great many of those young adults had possibly not completed their secondary education and, in some instances, perhaps had not completed elementary school.

Women, especially white women, are working more. Twenty years ago, only 29 percent of all women and girls 14 years and older were in the labor market—28 percent of the white women and 37.1 percent of the blacks. In 1970, the rate for all women was about 40 percent. It was 44.4 percent for blacks, an increase of about 1/5. In the labor force of women, 38.9 percent were white in 1970, an increase of 2/5. Among men and boys, 79 percent were in the labor force in 1950 and 72.9 percent in 1970. The difference might be contributable to males retiring earlier. Among men 65 years old and older, 24 percent were still working in 1970. Twenty years earlier, however, the rate for such men was over 41 percent. The net result of the two changes was that women presently make up approximately 37 percent of the labor force as compared to 28 percent in 1950.

It is obvious, as women continue to be more and more involved in the labor force, increased adult educational services will be needed in order to retrain and provide initial marketable skills.

In 1960, only about 41 percent of all jobs were white collar. The Bureau tables point to the fact the United States is now a white collar economy. The census revealed that about 48 percent of all persons who were employed at the time the census was taken held white collar jobs. That category for white collar workers runs from professional to clerical work and includes 54 million salesmen and women. There were 3.8 million secretaries, stenographers, and typists in the United States in 1970, of which 129,000 were men. Recent figures released by State Departments of Education indicate nearly 700,000 adults were enrolled in business and commercial adult education classes in local school districts in 1973.

The nation had 2.5 million elementary and secondary school teachers, 192,410 automobile mechanics and only 539,000 doctors, dentists, and related practitioners in 1970. The 1974 Almanac of the National Association for Public Continuing and Adult Education reports 142,000 classroom teachers full time and part time in adult education programs conducted by local systems.

In 1970, about 1.1 million adults were working as

domestics—half that figure were white.

In 1960, there were only 7.9 million Americans working for public agencies. The 1970 census report showed an increase of 2.1 million Americans working for public agencies of one kind or another.

Unit XIII of this publication indicates the type of training available for public employees. It describes professional and technical training for persons employed by federal agencies, state and local governments where such training was conducted by the Civil Service Commission (see the Council's publication: *Federal Activities in Support of Adult Education*).

The Census Bureau stated that the median family income in 1970 was $9,590, an increase of 70 percent over the 1960 level of $5,660. The median income for blacks rose at a faster rate over the last ten-year period than the median for the population as a whole. The black median family income had a percentage increase of 92 percent from $3,161 in 1960 to $6,067 a decade later. Blacks were still short of the median of $9,961 among white families.

The southern section of the United States continued to be the nation's lowest income region. Its median income for families in 1970 was $8,079. The northeast had the highest family income of $10,454. The median income for urban families, $10,196, was also higher than the nation's median. The Labor Department in 1970 indicated that a family needed about $7,000 a year to maintain itself at a non-poor but lower standard of living. About 30 percent of the urban families in 1970 had incomes of less than $7,000.

The National Advisory Council's Research Committee completed a state by state *Demographic Interim Report* in October of 1973, which indicated for each state the median family income and the range of family income by congressional districts.

Of all families on welfare in 1970 (5.3 percent), the rates were 4 percent for white families and 17.6 for black families. Only 21.5 percent of all poor families were on welfare at the time the census was taken. Those rates for white and black were 16.4 percent and 34.8 percent. Information gathered by the Advisory Council indicates that state ABE enrollment reports showed about 12 percent of the ABE students on welfare.

The Bureau stated that there were 9.6 million foreign-born Americans in 1970. The country that produced the most foreign-born Americans was Italy with a few more than 1 million citizens. Germany was second, Canada was third.

The Council's June, 1973, report, highlighted in this publication's Unit VI, specified the race and ethnic backgrounds for adult basic education students in the federal programs during the school year 1971.

The Census figures pointed to facts that the median number of school years completed by Americans over 24 years of age was 12.1 in 1970. This was an increase over 1960, at which time the median number of school years completed was 10.6. Thirty years ago, in 1940, the median was 8.6 years of classroom study. The Census Bureau reported that the median education for men and women was the same in 1970 for the first time since at least the early 1960's. Men had lagged behind women previously in educational attainment.

Among blacks, in 1970, the median level of education completed was 9.7 years for men and 10.2 years for women. Among all black adults, the median level of education was 10.0 years. In 1960, that figure had been 8.2 and, in 1940, the median educational level for blacks was only 5.8.

Figures compiled by the National Advisory Council on Adult Education verify that in 1970 more young people were completing high school with 89.3 percent of children 16 and 17 years of age of all races still enrolled in school. In 1940, the figure was only 68.7 percent.

The U.S. Office of Education Commission on Non-Technical Study recently stated that in 1973 one in every 8 persons was enrolled in an adult education program. Fifteen years ago 1 in every 13 persons, age 17 and older, were enrolled in part-time formal adult education activities. Wilbur J. Cohen, the author of "Education and Learning", projected in 1967 a learning force in adult education which would encompass 31 million adults in 1974. This would mean that this year there will be more adults attending some type of adult education training program than young people in the formal education system.

The Census Bureau report indicates that in 1970 there were 28.1 million veterans in the United States, 43.1 percent of all civilian males 16 years of age and older. The Council's *1972 Annual Report* states "50 percent of all WWII veterans and 58 percent of the Korean veterans elected not to use their educational benefits in spite of the fact that, at the time of separation from the armed forces, 54.6 percent of WWII veterans, 37.5 percent of Korean veterans and 21 percent of Viet Nam veterans had completed less than 4 years of high school."

The number of Indians in the United States increased by 51 percent from 1960 to 1970 according to Census Bureau figures. About 45 percent of all Indians now live in urban areas. The census counted 793,000 Indians compared to 524,000 ten years earlier.

The ten states with the largest Indian population in 1970 were:

Oklahoma	98,468	Washington	33,386
Arizona	95,812	South Dakota	32,365

California	91,018	New York	28,355
New Mexico	72,788	Montana	27,130
North Carolina	44,406	Minnesota	23,128

Despite the drift of American Indians to urban areas, there are only seven big cities with a population of over 50,000 that have more than 5,000 Indians according to the 1970 census. They are:

New York City	9,930	Oklahoma City	7,361
Los Angeles	9,172	Chicago	6,361
Tulsa	8,510	Phoenix	5,893
		Minneapolis	5,829

The first annual report to the Congress from the National Advisory Council on Indian Education in March of 1974 provides additional information and recommendations focusing on the American Indian.

Recent information provided by the U.S. Office of Education to the *U.S. News and World Report* publication indicates that enrollment in public adult education is leaping upward at close to 11 percent per year compared with a growth rate of less than 2 percent for elementary and secondary schools.

In February of 1973, the Research Committee, in preparing material for publication in its *Interim Report on State Demography*, completed an analysis of selected information from the *U.S. Summary Census Report*.

Census Bureau information on population characteristics indicated that there were over 16 million adults over age 16 that had completed less than eight grades of education. Of the total population 16 years of age and older, the Research Committee's report showed 11.3 percent of the U.S. population had less than an eighth grade education.

The target population with less than 12 grades of school completed was nearly 62 million adults; however, that figure included those secondary students still in school. The Research Committee continued its analysis of population characteristics in an effort to more clearly identify those individuals who have not completed high school, were not enrolled in school, and were 16 years of age and older. (The appendixes of this publication provides a state picture of the target population.)

The Research Committee's report in early 1973 indicated that, for persons 25 years old and over, the median years of school completed averaged 12.1 years for the United States with the west and pacific regions of the country having the highest median school years completed at 12.4 and the east-south-central portion of the nation with the lowest years of school completed at 10.5.

The Council's report also provided information on the median years of school completed by rate between 1940 and 1970.

The Council had received many congressional inquiries concerning the level of education for adults and its relationship to income. The Council provided, in its early publications on demography, information on the median income of families by state in 1969. At that time, Alaska had the highest median income for families at $12,443. In the continental United States, Connecticut was the highest at $11,811 median income.

As the Research Committee continued its preliminary work in preparing state demographic data, it developed charts on the years of school completed by persons 16 years old and older by age, race, and sex. That information is contained in the Council's interim report of October, 1973.

Once the Council had disseminated its interim report on *State Demographic Data* inquiries from Congress, various levels of government, and practicing adult educators requested additional population demography on the American adult.

The Research Committee continued to extract information from the Bureau of Census on Social and Economic Statistics and provided that information as a supplement to the *State Demographic Data* publication. Census material applicable to program planning in adult education was published by the Research Committee in an *FYI: For Your Information* document in November of 1973.

Information was provided in four general categories with the following highlights.

Category I:
WE THE AMERICANS—WHO ARE WE?

- Census Day – April 1, 1970 – 203,235,298 Americans plus an additional 1,600,000 citizens living in other countries when the census count was made.
- The United States is the fourth largest populated nation in the world.
- The population has become city dwellers as the urban U.S. population rose to 73.5 percent from 69.9 percent in 1960.
- The population has tended to move westward and slightly to the south throughout the nation's history. Of the four regions of the country, the west had the largest percentage gain and the south had the largest numerical gain in the decade of the 60's.
- The U.S. census had a bearing on the apportionment of Congressional seats. California gained 5 House seats, Florida gained 3 House seats, Texas, Colorado, Arizona gained 1 House seat each. On the other hand, New York lost 2 seats while Pennsylvania, Alabama, Iowa, North Dakota, Ohio, Tennessee, West Virginia

and Wisconsin each lost 1 Congressional chair.

- If the 1970 population were distributed equally over the fifty states, there would be 58 persons per square mile compared to 51 persons per square mile in 1960.
- New Jersey was found to be the most densely populated state in 1970 with 953.1 persons per square mile. However, in the 61 square miles of the District of Columbia, the population density in 1970 was well over 12,000 persons per square mile.
- The 1970 census showed totals of:

White	177,748,975	Japanese	591,290
Blacks	22,580,289	Chinese	435,062
American Indians	792,730	Phillipinos	343,060

In addition, there was a miscellaneous category in the census which was made up of many racial minorities. Together, these minorities counted for the 720,520 persons.

- Historically, the majority of American Negroes have lived in the south. They still do, but the proportion has been dropping. In 1970, 53 percent of all blacks lived in the south. The figure was approximately 75 percent when the 1940 census was taken.
- The Negro population of the total U.S. population in 1970 was 11.1 percent.
- The rate of population gain for Indians during the decade of the census was about 51 percent. More than 50 percent of all Indians live in five states.
- There are more women and girls in the United States than men and boys.
- Women live longer than men. There are more boy babies born than girl babies, but, in spite of this, women and girls have the edge in U.S. population counts.
- 1970 counts showed 104.3 million females compared to 98.9 million males.
- 10 percent of all American citizens are 65 years of age and older.

Category II:
WE THE AMERICANS—OUR HOMES

- The census found that we now have 69 million homes.
- There was a push to the suburbs as Americans added 5.5 million homes in suburban areas.
- The proportionate increase in home ownership from 1960 to 1970 was greater for blacks than whites, although the over-all rate of black ownership is not equal to the rate for the population as a whole.
- Among the major regions of the United States, home ownership is most prevelant in the mid-west.
- Young Americans had a tendency to rent their homes during the decade of the 60's, which showed an increase of 3.3 million rented units in the 10 years.
- The median value of all owner-occupied homes in the United States was about $17,100.00 in the 1970 census. In 1960, it was just under $12,000.00.
- The average rent paid in 1970 by people who rent their homes was $89 per month, compared with $58 in 1960.

Category III:
WE THE AMERICAN WOMEN

- 51.3 percent of the United States population is female.
- The average life expectation for girls is about 74 years—for boys, 67 years.
- About 5 million American women are college graduates.
- 95 percent of girls ages 16 and 17 are presently enrolled in high school.
- The median school years completed in 1970 for a person 25 years of age and older was the same for both white males and females.
- Black females had a higher median of school years completed than black males—females 10.0, males 9.4
- Spanish women 25 years and older had less median school years completed than Spanish males—females 9.4, males 9.9.
- In 1900, approximately 20 percent of America's women were in the work force. In 1970, 40 percent of the women were in the labor force.
- For women who worked full-time, the average annual income is $5,700, or 59 percent of the $9,630 average for men who work full-time.
- 5 million families earning less than $4,000 per year were headed by a woman.
- The median income for a female over 25 years of age with 4 years of high school is approximately $5,808 compared to $9,996 for males.

Summing up: The twentieth century emergence of the American woman from the status she historically held is a phenomenon dramatically illustrated in Census Bureau data.

She is becoming better educated, enabling her to move up the job ladder and increase her earning

power. With her new independence, she lives alone in her own household if she chooses. The married woman is having fewer children, and the divorcee is remarrying sooner.

And she is living longer to enjoy her new opportunities and freedom.

Clearly, the American woman will exert an even more powerful influence on the destiny of the United States as a result of:

- Her increasing participation in the labor force,
- Her growing educational background,
- Her majority in the electorate,
- Her wishes as to family size, which will determine the nation's future population growth.

Category IV:
WE THE BLACK AMERICAN

- The total of 22.6 million black Americans in 1970 was 3.7 million more than were counted in the 1960 census.
- 1/4 of blacks, 4.8 million families, had annual incomes of $10,000 or more in 1970.
- 54 percent of young black men, 58 percent of young black women had finished high school in 1970.
- Almost 28 percent of the total population in the nation's 12 largest metropolitan areas is composed of black Americans.
- When the 1970 census was taken, 4 of every 10 blacks were concentrated in just 30 cities.
- During the past 30 years, the percentage of Blacks has been declining in the south and rising elsewhere. About 1.5 million blacks left the south in each of the last three decades.
- The head of a black family earns 3.5 times as much as a generation ago.
- The average black rate of joblessness in 1971 stood at 9.9 percent of the work force.
- In the 1970's, 42 percent of the black population lived in homes they either owned or were buying.
- As a result of growing emphasis on education, black parents today have had about 4 years more schooling than the preceding generation.
- The average number of years of schooling for blacks in 1950 was 7 years. Today it is approximately 11 years.
- 16 percent of young black people are attending college today.
- The number of blacks elected to Congress increased considerably between 1960 and 1970, from 4 to 14.
- Blacks make up 10 percent of the armed forces.

The 1970 census proves that black Americans have made big strides in closing gaps between the races. It also shows that, despite these gains, the blacks remain behind whites in many social and economic categories—in education, in employment, and in quality housing.

The Census Bureau shows the dimension of many problems of black Americans. The solutions to these problems are in the hands of all Americans and, to a large degree, in the hands of educators.

Section III

STATE DEMOGRAPHIC DATA

INTRODUCTION

Early in 1972, the Council initiated a study of *Federal Activities in Support of Adult Education* in order to determine adult education and training programs being carried on by federal government agencies.

As work developed on that federal activities material and the Council completed its *Annual Reports* and recommendations, it became obvious that, in order to assess program effectiveness, a target population must be more clearly identified.

The Council summoned its Research Committee to gather information not only on specific target popultion but to assemble other demographic data which would be essential as a first step in program assessment and program planning.

The state-by-state demographic information was compiled by the Research Committee and staff from census volumes, state directors' reports, association documents, and special studies.

Material in Section III is a compilation of selected state population characteristics and provides one of the first profiles on adults relating to an eligible population for a federal-state-local partnership program.

GENERAL CONTENT AND ORGANIZATION

This selected population information material is arranged state by state in alphabetical order and consists of six principle parts.

1) *The Target Population:* Persons sixteen years of age and older not enrolled in school who have not completed high school. The target population figure was computed from the individual 1970 state census counts.

2) *Selected Population Information:* Male and female population numbers for the total state population are given by total count; male and female percentage of the total state population are given by race and by persons of Spanish language.

The Census Bureau estimated in April, 1973, that after a new analysis of census figures, it had overlooked approximately 5,300,000 Americans in the census of 1970.

An analysis of the undercount by the Bureau disclosed that two-thirds of the number missed were whites; those blacks missed in the counting amounted to a higher rate of the smaller size of the total black population.

The figures used in Section III have not been adjusted to include the 2.5 percent estimated error since the Census Bureau did not make adjustments in state figures.

3) *Education Information:* There are 23 items on each state relating to education information.

4) *Adult Basic Education:* This demography provides state-by-state data for the purpose of assessing enrollment compared to the general and target population, average pupil hours and cost factors, and students enrolled by race and ethnic groups.

The primary sources of information were reports filed by state departments of education for the school year 1971 (USOE Report Forms 3058 and 3119). Additional ABE data can be obtained from the Office of Education publications numbered (OE) 73-11413 and 74-11413: *Adult Basic Education Program Statistics.*

5) *State Correctional Institution:* The Correctional institution population figures for persons over 16 years of age (unless otherwise noted) were obtained from the American Correctional Association.

The only figures on a national basis for individuals in correctional facilities are for some 38 federal correctional sites. Little information is collected state-by-state and tabulated into a national report.

Figures are not readily available on education levels of state inmates, education programs available, or the state dollars allocated for educational opportunities for persons in prisons and jails.

6) *Income and Occupation Information:* Median family income is the income level that divides families into equal groups with half having incomes above the median and the other half having incomes below the median. The source for this figure is the Congressional Districts data booklet compiled by Congressional Quarterly, Washington, D.C.

The four major classifications for employed persons are as follows:

- *White collar:* professional, technical and kindred workers; managers and administrators, except farm; sales workers; clerical and kindred workers.
- *Blue collar:* craftsmen, foremen, and kindred workers; operatives, except transport (i.e., includes by and large persons who operate machines or tools); transport equipment operatives; laborers, except farm.
- *Service workers:* service workers, except private households; private household workers.
- *Farm workers:* farmers and farm managers; farm laborers and farm foremen.

Persons 14 and 15 years of age employed full-time in the labor force have been included in the state occupational information section. Many of these individuals have not finished their secondary schooling and can be added to the target population as potential ABE enrollees.

SPECIAL EXPLANATION

Each state has 28 boxes of information. Each box is referenced in the back portion of Section III. In four boxes, footnotes are provided which further clarify the figure or percentage used.

Figures for Puerto Rico, Guam, American Samoa, the Trust Territory of the Pacific Islands, and the Virgin Islands are not included. Complete data was not available on these geographical areas.

Census Sampling Techniques: Total state and congressional district population are based on complete count census data. Census data for other categories—voting, age, income and occupation, education, housing, race and ethnic groups—were derived from representative samples of the population, rather than complete count. The samples consisted of 5 percent, 15 percent, and 20 percent, depending on the subject covered. The sample data was adjusted by the Census Bureau to reflect the entire population. For a measure of the sampling variability of the sample data and for comment regarding reliability of the data, see the section "Accuracy of the Data" in *U.S. Census of Population*, 1970, Vol. I, *Characteristics of the Population*, Bureau of Census, Washington, D.C.

Additional state information is available by examining the following documents in addition to those listed in the reference of this section:

- Series P-20, No. 229: December 1971. *Population Characteristics: Education Attainment*. U.S. Bureau of Census.
- Series PC(2)-8B, January 1973. *Earnings by Occupation and Education*. U.S. Bureau of Census.
- Series PC(1)-D1, U.S. Summary, February 1973. *Detailed Characteristics, U.S. Summary*. U.S. Bureau of Census.
- Individual state ABE financial and program reports (1973-1974) submitted to the Division of Adult Education, U.S. Office of Education. These reports are also on file in the state office responsible for administering the Adult Education Act.

LIMITATIONS

Differing laws at the state level prevented some states from reporting specific ABE items.

The census information was obtained from the most recent cednsus figures; however, the Bureau of Census is constantly refining its tabulations which may result in some figure modification.

The ABE information is from the FY-1970-71 school year which relates closest to the 1970 census count.

The information contained in Section III is an attempt on the part of the Council to provide, from what was reported, base-line information which may assist in determining the impact and, to a degree, the effectiveness of adult basic education.

ALABAMA

TARGET POPULATION ABE: 1,191,792 1/

1		2	
1970 Population:	3,444,148	1960 Population:	3,266,740
Rank by Population:	21	Rank by Population:	19

1970 CENSUS: SELECTED POPULATION INFORMATION

3		4	
Male population:	1,661,028	Female population:	1,783,120
Percentage of total population:	48%	Percentage of total population:	52%

5

Race and Persons of Spanish Language:

White:	2,535,881	Chinese:	466
Black:	902,869	Filipino:	352
Indian:	2,153	Korean:	363
Japanese:	940	All other races:	1,124

Persons of Spanish Language: 13,313

1970 CENSUS: SELECTED EDUCATION INFORMATION

6		7	
Population 16 years and over:	2,349,346	Population 16 years and older with less than a high school diploma:	1,353,702 2/
8 Population 16-24 years:	538,382	9 Population 16-24 years not enrolled in school with less than the completion of high school:	129,486

10 Population 20 years and older with less than the completion of high school: 1,145,879 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 1,808,798

Males:	839,111	Females:	969,687
Males with less than the completion of high school:	490,088	Females with less than the completion of high school:	572,218

Total males and females with less than the completion of high school: 1,062,306

Percentage males and females with less than the completion of high school: 59%

Males with no school years completed:	24,109	Females with no school years completed:	19,677

12 Percentage who have completed 5 years or less of school:	14.7%
Percentage who have completed high school:	41.3%
13 Median school years completed, state population:	10.8
Median school years completed, white male population:	11.6
Median school years completed, black male population:	7.4
Median school years completed, male persons of Spanish heritage:	12.8
Median school years completed, white female population:	11.6
Median school years completed, black female population:	8.5
Median school years completed, female persons of Spanish heritage:	12.5

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71 (FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14			
ABE Enrollment:	13,447	ABE Completions:	1,849

15		16	
Number of males enrolled:	5,005	Number of females enrolled:	8,442
Percentage of males enrolled:	37%	Percentage of females enrolled:	63%

17 Percentage of ABE Students by Race

White:	38.1%	Oriental:	.7%
Black:	60.9%	Other:	0%
American Indian:	.3%		

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: 0% Mexican Americans: 0% Puerto Ricans: 0%

TOTAL: 0%

19		20	
Average hours ABE membership:	172	Expenditure per ABE student:	$105

21 Average Hours Membership to Complete Grade Level

Grades 1-3: 206 Grades 4-6: 184 Grades 7-8: 150

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22		23	
Correctional institution population, 16 years and older:	4,142 4/	Students enrolled in correctional institution ABE program:	587
		Percentage of total state ABE enrollment:	4.4%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24		25	
Median family income:	$7,263	Range--Median family income by congressional districts:	$6,350 - $8,683

Percentage of Employed Persons by Occupation

26		27	
White collar workers:	40.7%	Blue collar workers:	42.8%
Service workers:	13.3%	Farm workers:	3.2%

28 1970 state population 14 and 15 years of age employed full time in the labor force:

8,634 Males: 73% Females: 27%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ The figure includes 875 inmates located in 14 road camps under the jurisdiction of the State Board of Corrections and the State Highway Department. The figure also includes 467 inmates of the Jefferson County jail.

ALASKA

TARGET POPULATION ABE: 54,663 1/

1970 population: 300,382	Male population: 226,167
Rank by population: 51	Rank by population: 51

1970 CENSUS: SELECTED POPULATION INFORMATION

Male population: 163,082	Female population: 137,300
Percentage of foreign population: 54%	Percentage of total population: 46%

Race and persons of Spanish language:

White:	238,386	Chinese:	164
Black:	8,803	Filipino:	1,324
Indian:	16,281	Korean:	28,186
Eskimo:	886	All other races:	6,352

Persons of Spanish language: 588

1970 CENSUS: SELECTED EDUCATION INFORMATION

Population 16 years and over: 191,337	Population 16 years and older with less than a high school diploma: 66,917
Population 18-24 years: 56,179	Population 16-24 years not enrolled in school with less than the completion of high school: 9,669
Population 25 years and older with less than the completion of high school: 51,506	

1970 CENSUS: SELECTED EDUCATION INFORMATION

PERSONS 25 YEARS AND OLDER

Population 25 years and older: 134,948

Males: 73,963 Females: 60,985

Males with less than the completion of high school:	Females with less than the completion of high school:
24,960	20,034

Total males and females with less than the completion of high school: 44,994

Percentage males and females with less than the completion of high school: 33%

Males with no school years completed:	Females with no school years completed:
1,774	1,565

Percentage who have completed 5 years or less of school: 7.1%

Percentage who have completed high school: 66.7%

Median school years completed, state population:	12.4
Median school years completed, white male population:	12.6
Median school years completed, black male population:	12.3
Median school years completed, male persons of Spanish heritage:	12.6
Median school years completed, white female population:	12.6
Median school years completed, black female population:	12.3
Median school years completed, female persons of Spanish heritage:	12.5

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71

(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

ABE Enrollment: 821	ABE Completions: 164
Number of males enrolled: 361	Number of females enrolled: 460
Percentage of males enrolled: 44%	Percentage of females enrolled: 56%

Percentage of ABE Students by Race

White:	54.7%	Oriental:	4.3%
Black:	11.6%	Other:	3.8%
American Indian:	25.7%		

Percentage of ABE Students by Selected Ethnic Groups

Guamanian: .5% Mexican Americans: 3.3% Puerto Ricans: .5%

TOTAL: 4.3%

Average hours ABE membership: 760	Expenditure per ABE student: $316

Average hours membership to complete Grade Level

Grades 1-3: 150 Grades 4-6: 100 Grades 7-8: 75

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

Correctional institution population, 16 years and older: 558 2/	Students enrolled in correctional institution ABE program: 39
	Percentage of total state ABE enrollment: 10.1%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

Median family income: $12,441	Ranges--Median family income by congressional districts: Not divided into Congressional districts.

Percentage of Employed Persons by Occupation

White collar workers:	55.2%	Blue collar workers:	29.9%
Service workers:	14.4%	Farm workers:	.4%

1970 state population 16 and 17 years of age employed full time in the labor force:

1,487 Males: 51% Females: 49%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from the numbers 9 and 11. The figure from box 18 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ The figure includes 128 inmates (both sexes) in the Alaskanta Youth Conservation Camp and the Mclaughlin Youth Center.

ARIZONA

TARGET POPULATION ABE: 433,126 1/

1		2	
1970 Population:	1,770,893	1960 Population:	1,302,161
Rank by Population:	33	Rank by Population:	35

1970 CENSUS: SELECTED POPULATION INFORMATION

3		4	
Male population:	870,433	Female population:	900,460
Percentage of total population:	49%	Percentage of total population:	51%

5 Race and Persons of Spanish Language:

White:	1,613,335	Chinese:	3,775
Black:	52,653	Filipino:	1,473
Indian:	93,508	Korean:	403
Japanese:	2,787	All other races:	2,959
Persons of Spanish Language:	333,349		

1970 CENSUS: SELECTED EDUCATION INFORMATION

6		7	
Population 25 years and over:	1,196,750	Population 16 years and older with less than a high school diploma:	511,871 2/
8 Population 16-24 years:	278,818	9 Population 16-24 years not enrolled in school with less than the completion of high school:	49,253

10 Population 20 years and older with less than the completion of high school: 414,042 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION
PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 915,737

Males: 438,754 Females: 476,983

Males with less than the completion of high school:	Females with less than the completion of high school:
185,212	198,661

Total males and females with less than the completion of high school: 383,873

Percentage males and females with less than the completion of high school: 42%

Males with no school years completed:	Females with no school years completed:
10,671	11,956

12 Percentage who have completed 5 years or less of school: 7.8%

Percentage who have completed high school: 58.1%

13 Median school years completed, state population: 12.2

Median school years completed, white male population: 12.3

Median school years completed, black male population: 9.4

Median school years completed, male persons of Spanish heritage: 9.3

Median school years completed, white female population: 12.3

Median school years completed, black female population: 9.9

Median school years completed, female persons of Spanish heritage: 8.8

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71
(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14 ABE Enrollment: 4,546 ABE Completions: 311

15		16	
Number of males enrolled:	1,856	Number of females enrolled:	2,690
Percentage of males enrolled:	41%	Percentage of females enrolled:	59%

17 Percentage of ABE Students by Race

White:	85.2%	Oriental:	2.7%
Black:	6.7%	Other:	.6%
American Indian:	4.6%		

.2% of ABE students were unclassified in State Director's Report (OE Form 1058).

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans:	.8%	Mexican Americans:	61.4%	Puerto Ricans:	.2%

TOTAL: 62.5%

Mathematical round-off of computations causes discrepancy in addition of percentages.

19		20	
Average hours ABE membership:	254	Expenditure per ABE student:	$91

21 Average Hours Membership to Complete Grade Level

Grades 1-3: 98 Grades 4-6: 71 Grades 7-8: 62

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22		23	
Correctional institution population, 16 years and older:	2,148 4/	Students enrolled in correctional institution ABE program:	0
		Percentage of total state ABE enrollment:	0%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24		25	
Median family income:	$9,186	Range--Median family income by congressional districts:	$8,832 - $9,886

Percentage of Employed Persons by Occupation

26		27	
White collar workers:	51.2%	Blue collar workers:	32.4%
Service workers:	13.5%	Farm workers:	2.9%

28 1970 state population 14 and 15 years of age employed full time in the labor force:

8,221 Males: 68% Females: 32%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ The Arizona State Prison does admit 15 year olds. The figure does include 204 inmates of the Coconino and Maricopa County jails.

ARKANSAS

TARGET POPULATION ABE: 700,712 1/

1	2
1970 Population: 1,923,240	1960 Population: 1,786,272
Rank by Population: 32	Rank by Population: 31

1970 CENSUS: SELECTED POPULATION INFORMATION

3	4
Male population: 932,272	Female population: 990,968
Percentage of total population: 48%	Percentage of total population: 52%

5 Male and Persons of Spanish language:

White:	1,566,264	Chinese:	822
Black:	352,576	Filipino:	214
Indian:	2,144	Korean:	109
Japanese:	490	All other races:	621

Persons of Spanish language: 9,333

1970 CENSUS: SELECTED EDUCATION INFORMATION

6	7
Population 16 years and over: 1,342,032	Population 16 years and older with less than a high school diploma: 783,938 2/
8 Population 16-24 years: 283,083	9 Population 16-24 years not enrolled in school with less than the completion of high school: 65,563

10 Population 20 years and older with less than the completion of high school: 676,927 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 1,057,512

Males: 497,353 Females: 560,159

Males with less than the completion of high school:	Females with less than the completion of high school:
301,421	333,728

Total males and females with less than the completion of high school: 635,149

Percentage males and females with less than the completion of high school: 60%

Males with no school years completed:	Females with no school years completed:
12,536	9,243

12 Percentage who have completed 5 years or less of school: 14.2%

Percentage who have completed high school: 39.9%

13 Median school years completed, state population: 10.4

Median school years completed, white male population: 10.8

Median school years completed, black male population: 7.1

Median school years completed, male persons of Spanish heritage: 12.2

Median school years completed, white female population: 11.3

Median school years completed, black female population: 8.3

Median school years completed, female persons of Spanish heritage: 12.1

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71

(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14 ABE Enrollment: 7,036 ABE Completions: 2,853

15	16
Number of males enrolled: 2,853	Number of females enrolled: 4,183
Percentage of males enrolled: 41%	Percentage of females enrolled: 59%

17 Percentage of ABE Students by Race

White:	35.2%	Oriental:	.2%
Black:	64.5%	Other:	.1%
American Indian:	0%		

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: 0% Mexican Americans: .2% Puerto Ricans: 0%

TOTAL: .2%

19	20
Average hours ABE membership: 276	Expenditure per ABE student: $114

21 Average Hours Membership to Complete Grade Level

Grades 1-3: 150 Grades 4-6: 150 Grades 7-8: 150

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22	23
Correctional institution population, 16 years and older: 1,447 4/	Students enrolled in correctional institution ABE program: 720
	Percentage of total state ABE enrollment: 10%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24	25
Median family income: $6,271	Range--Median family income by congressional districts: $6,057 - $7,484

Percentage of Employed Persons by Occupation

26		27	
White collar workers:	39.0%	Blue-collar workers:	40.7%
Service workers:	13.1%	Farm workers:	7.2%

28 1970 state population 14 and 15 years of age employed full time in the labor force: 5,178 Males: 71% Females: 29%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure includes 305 inmates at the Tucker Intermediate Reformatory.

CALIFORNIA

TARGET POPULATION ABE: 4,513,145 1/

1		2	
1970 Population:	19,957,304	1960 Population:	15,717,204
Rank by Population:	1	Rank by Population:	2

1970 CENSUS: SELECTED POPULATION INFORMATION

3		4	
Male population:	9,816,494	Female population:	10,140,810
Percentage of total population:	49%	Percentage of total population:	51%

5 Race and Persons of Spanish Language:

White:	17,856,046	Chinese:	170,374
Black:	1,397,138	Filipino:	135,641
Indian:	88,271	Korean:	16,684
Japanese:	212,121	All other races:	81,029

Persons of Spanish language: 3,101,589

1970 CENSUS: SELECTED EDUCATION INFORMATION

6		7	
Population 16 years and over:	14,051,516	Population 16 years and older with less than a high school diploma:	5,367,212 2/
8 Population 16-24 years:	3,166,734	9 Population 16-24 years not enrolled in school with less than the completion of high school:	450,788

10 Population 20 years and older with less than the completion of high school: 4,366,921 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 10,875,983

Males: 5,205,202 Females: 5,670,781

Males with less than the completion of high school:	Females with less than the completion of high school:
1,932,599	2,129,758

Total males and females with less than the completion of high school: 4,062,357

Percentage males and females with less than the completion of high school: 37%

Males with no school years completed:	Females with no school years completed:
78,280	85,614

12 Percentage who have completed 5 years or less of school: 5.7%

Percentage who have completed high school: 62.6%

13 Median school years completed, state population: 12.3

Median school years completed, white male population: 12.5

Median school years completed, black male population: 11.9

Median school years completed, male persons of Spanish heritage: 10.8

Median school years completed, white female population: 12.4

Median school years completed, black female population: 12.0

Median school years completed, female persons of Spanish heritage: 10.4

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71

(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14 ABE Enrollment: 57,278 ABE Completions: 1,589

15		16	
Number of males enrolled:	24,915	Number of females enrolled:	32,363
Percentage of males enrolled:	43%	Percentage of females enrolled:	57%

17 Percentage of ABE Students by Race

White:	51.4%	Oriental:	17.9%
Black:	8.2%	Other:	22.0%
American Indian:	.5%		

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: 0% Mexican Americans: 56.8% Puerto Ricans: 0%

TOTAL: 56.8%

STATE DESIGNATION IS SPANISH SURNAME

19		20	
Average hours ABE membership:	93	Expenditure per ABE student:	$102

21 Average Hours Membership to Complete Grade Level

Grades 1-3: 200 Grades 4-6: 250 Grades 7-8: 300

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22		23	
Correctional institution population, 16 years and older:	51,547 4/	Students enrolled in correctional institution ABE program:	0
		Percentage of total state ABE enrollment:	0%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24		25	
Median family income:	$10,729	Range--Median family income by congressional districts:	$7,060 - $13,977

Percentage of Employed Persons by Occupation

26		27	
White collar workers:	54.4%	Blue collar workers:	30.8%
Service workers:	12.6%	Farm workers:	2.2%

28 1970 state population 14 and 15 years of age employed full time in the labor force:

69,153 Males: 70% Females: 30%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure includes 2,550 seventeen to twenty-two year olds who are under the jurisdiction of the Department of Youth Authority. The figure also includes 23,705 inmates of city and county adult institutions. The total figure does not include approximately 2,500 males and females in city, county, and private juvenile institutions.

COLORADO

TARGET POPULATION ABE: 461,261 1/

1		2	
1970 Population:	2,207,259	1960 Population:	1,753,947
Rank by Population:	30	Rank by Population:	33

1970 CENSUS: SELECTED POPULATION INFORMATION

3		4	
Male population:	1,089,254	Female population:	1,118,005
Percentage of total population:	49%	Percentage of total population:	51%

5 Race and Persons of Spanish Language:

White:	2,118,190	Chinese:	1,523
Black:	66,274	Filipino:	1,166
Indian:	8,112	Korean:	846
Japanese:	7,629	All other races:	3,519

Persons of Spanish Language: 286,467

1970 CENSUS: SELECTED EDUCATION INFORMATION

6		7	
Population 16 years and over:	1,518,799	Population 16 years and older with less than a high school diploma:	561,406 2/
8 Population 16-24 years:	374,644	9 Population 16-24 years not enrolled in school with less than the completion of high school:	49,424

10 Population 20 years and older with less than the completion of high school: 444,139 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 1,141,138

	Males: 546,950	Females: 594,188
Males with less than the completion of high school:	202,971	Females with less than the completion of high school: 208,866
Total males and females with less than the completion of high school:	411,837	
Percentage males and females with less than the completion of high school:	36%	
Males with no school years completed:	5,470	Females with no school years completed: 5,381

12 Percentage who have completed 5 years or less of school: 4.2%

Percentage who have completed high school: 63.9%

13 Median school years completed, state population: 12.4

Median school years completed, white male population: 12.4

Median school years completed, black male population: 12.2

Median school years completed, male persons of Spanish heritage: 10.0

Median school years completed, white female population: 12.4

Median school years completed, black female population: 12.2

Median school years completed, female persons of Spanish heritage: 9.8

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71

(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14			
ABE Enrollment:	5,882	ABE Completions:	1,549

15		16	
Number of males enrolled:	2,709	Number of females enrolled:	3,173
Percentage of males enrolled:	46%	Percentage of females enrolled:	54%

17 Percentage of ABE Students by Race

White:	87.5%	Oriental:	2.1%
Black:	6.8%	Other:	0%
American Indian:	2.2%		

1.33 of ABE students were unclassified in state director's report (OE Form 3058)

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: .3% Mexican Americans: 49.1% Puerto Ricans: 0%

TOTAL: 49.4%

19		20	
Average hours ABE membership:	114	Expenditure per ABE student:	$55

21 Average Hours Membership to Complete Grade Level

Grades 1-3: 225 Grades 4-6: 328 Grades 7-8: 387

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22		23	
Correctional institution population, 16 years and older:	3,012 4/	Students enrolled in correctional institution ABE program:	335
		Percentage of total state ABE enrollment:	5.7%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24		25	
Median family income:	$9,553	Range--Median family income by congressional districts:	$8,992 - $11,201

Percentage of Employed Persons by Occupation

26		27	
White collar workers:	53.9%	Blue collar workers:	28.3%
Service workers:	13.9%	Farm workers:	3.9%

28 1970 state population 14 and 15 years of age employed full time in the labor force: 10,527 Males: 66% Females: 34%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure includes 135 inmates at the Denver City Jail and 657 inmates of the Denver County Jail.

CONNECTICUT

TARGET POPULATION ABE [1] 800,073

[2] 1970 Population: 3,031,705	[3] 1980 Population: 2,535,234
Rank by Population: 24	Rank by Population: 25

1970 CENSUS: SELECTED POPULATION INFORMATION

[5] Male population: 1,470,254	[6] Female population: 1,561,451
Percentage of total population: 49%	Percentage of total population: 51%

[7] Race and Persons of Spanish Language:

White:	2,838,762	Chinese:	1,774
Black:	181,179	Filipino:	2,119
Indian:	2,387	Korean:	832
Japanese:	1,581	All other races:	3,071

Persons of Spanish Language: 73,357

1970 CENSUS: SELECTED EDUCATION INFORMATION

[8] Population 16 years and over: 2,120,413	[9] Population 16 years and older with less than a high school diploma: 929,685 2/
[10] Population 16-24 years: 431,935	[11] Population 16-24 years not enrolled in school with less than the completion of high school: 59,243

[12] Population 25 years and older with less than the completion of high school: 782,138 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

[13] Population 25 years and older: 1,685,598

Males: 795,401 Females: 890,197

Males with less than the completion of high school: 359,400	Females with less than the completion of high school: 381,430

Total males and females with less than the completion of high school: 740,830

Percentage males and females with less than the completion of high school: 44%

Males with no school years completed: 12,183	Females with no school years completed: 17,379

[14] Percentage who have completed 5 years or less of school: 5.9%

Percentage who have completed high school: 56.0%

[15] Median school years completed, state population: 12.2

Median school years completed, white male population: 12.2

Median school years completed, black male population: 10.5

Median school years completed, male persons of Spanish Heritage: 10.4

Median school years completed, white female population: 12.2

Median school years completed, black female population: 11.0

Median school years completed, female persons of Spanish Heritage: 9.8

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71

(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

[16] ABE Enrollment: 11,117	ABE Completions: 1,697
[17] Number of males enrolled: 5,561	[18] Number of females enrolled: 5,556
Percentage of males enrolled: 50%	Percentage of females enrolled: 50%

[19] Percentage of ABE Students by Race

White:	79.8%	Oriental:	3.3%
Black:	16.9%	Other:	0%
American Indian:	0%		

[20] Percentage of ABE Students by Selected Ethnic Groups

Cuban: 5.2% Mexican American: 0% Puerto Rican: 18.6%

Local: 23.8%

[22] Average hours ABE membership: 275	[23] Expenditure per ABE student: $101

[24] Average hours membership to complete Grade Level

Grades 1-3: 91 Grades 4-6: 98 Grades 7-8: 90

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

[25] Correctional institution population, 16 years and older: 3,284 4/	[26] Students enrolled in correctional institution ABE program: 449
	Percentage of total state ABE enrollment: 4%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

[27] Median family income: $11,808	[28] Range--Median family income by congressional districts: $10,885 - $12,692

Percentage of Employed Persons by Occupation

[29] White collar workers: 52.5%	[30] Blue collar workers: 36.2%
Service workers: 10.7%	Farm workers: .6%

[31] 1970 state population 14 and 15 years of age employed full time in the labor force:

9,992 Males: 66% Females: 34%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure includes 1,290 inmates at six Community Correctional Centers and the Resources and Opportunities Center.

DELAWARE

TARGET POPULATION ABE 144,052 1/

1		2	
1970 Population:	548,093	1960 Population:	446,292
Rank by Population:	47	Rank by Population:	47

1970 CENSUS: SELECTED POPULATION INFORMATION

3		4	
Male population:	267,210	Female population:	280,883
Percentage of total population:	49%	Percentage of total population:	51%

5 Race and Persons of Spanish Language:

White:	466,426	Chinese:	641
Black:	78,284	Filipino:	531
Indian:	483	Korean:	249
Japanese:	426	All other races:	1,048

Persons of Spanish Language:

1970 CENSUS: SELECTED EDUCATION INFORMATION

6		7	
Population 16 years and over:	371,657	Population 16 years and older with less than a high school diploma:	167,926 2/
8 Population 16-24 years:	84,467	9 Population 16-24 years not enrolled in school with less than the completion of high school:	13,589

10 Population 20 years and older with less than the completion of high school: 139,197 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 287,395

Males:	136,621	Females:	150,774
Males with less than the completion of high school:	62,866	Females with less than the completion of high school:	67,597

Total males and females with less than the completion of high school: 130,463

Percentage males and females with less than the completion of high school: 45%

Males with no school years completed:	1,576	Females with no school years completed:	1,767

12 Percentage who have completed 5 years or less of school: 5.5%

Percentage who have completed high school: 54.6%

13 Median school years completed, state population: 12.1

Median school years completed, white male population: 12.3

Median school years completed, black male population: 9.6

Median school years completed, male persons of Spanish heritage: 12.3

Median school years completed, white female population: 12.2

Median school years completed, black female population: 10.2

Median school years completed, female persons of Spanish heritage: 12.1

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71

(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14			
ABE Enrollment:	1,285	ABE Completions:	380

15		16	
Number of males enrolled:	575	Number of females enrolled:	710
Percentage of males enrolled:	45%	Percentage of females enrolled:	55%

17 Percentage of ABE Students by Race

White:	25.2%	Oriental:	1.6%
Black:	72.8%	Other:	.3%
American Indian:	0%		

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: 2.9% Mexican Americans: .2% Puerto Ricans: 2.1%

TOTAL: 5.2%

19		20	
Average hours ABE membership:	Not Available.	Expenditure per ABE student:	$137

21 Average Hours Membership to Complete Grade Level

Grades 1-3: 120 Grades 4-6: 100 Grades 7-8: 60

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22		23	
Correctional institution population, 16 years and older:	680 4/	Students enrolled in correctional institution ABE program:	284
		Percentage of total state ABE enrollment:	22.1%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24		25	
Median family income:	$10,209	Range--Median family income by congressional districts:	Not divided into Congressional districts

Percentage of Employed Persons by Occupation

26 White collar workers:	51.0%	27 Blue collar workers:	34.4%
Service workers:	12.5%	Farm workers:	2.1%

28 1970 state population 14 and 15 years of age employed full time in the labor force:

1,978 Males: 69% Females: 31%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure does not include Juvenile Correction inmates over 16 years of age.

DISTRICT OF COLUMBIA

TARGET POPULATION ABE: 215,018 1/

1		2	
1970 Population:	756,492	1960 Population:	763,956
Rank by Population:	41	Rank by Population:	40

1970 CENSUS: SELECTED POPULATION INFORMATION

3		4	
Male population:	351,454	Female population:	405,038
Percentage of total population:	46%	Percentage of total population:	54%

5 Race and Persons of Spanish Language:

White:	210,863	Chinese:	2,685
Black:	537,705	Filipino:	1,552
Indian:	700	Korean:	365
Japanese:	624	All other races:	1,998

Persons of Spanish Language: 15,671

1970 CENSUS: SELECTED EDUCATION INFORMATION

6		7	
Population 16 years and over:	555,869	Population 16 years and older with less than a high school diploma:	243,747 2/
8 Population 16-24 years:	131,975	9 Population 16-24 years not enrolled in school with less than the completion of high school:	25,298

10 Population 20 years and older with less than the completion of high school: 207,058 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 423,051

Males:	191,198	Females:	231,853
Males with less than the completion of high school:	88,100	Females with less than the completion of high school:	101,260

Total males and females with less than the completion of high school: 189,720

Percentage males and females with less than the completion of high school: 45%

Males with no school years completed:	2,612	Females with no school years completed:	2,497

12 Percentage who have completed 5 years or less of school: 4.1%

Percentage who have completed high school: 26.2%

13 Median school years completed, state population: 12.2

Median school years completed, white male population: 15.1

Median school years completed, black male population: 11.1

Median school years completed, male persons of Spanish heritage: 13.4

Median school years completed, white female population: 12.8

Median school years completed, black female population: 11.5

Median school years completed, female persons of Spanish heritage: 12.4

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71

(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14			
ABE Enrollment:	2,124	ABE Completions:	342

15		16	
Number of males enrolled:	1,349	Number of females enrolled:	775
Percentage of males enrolled:	64%	Percentage of females enrolled:	36%

17 Percentage of ABE Students by Race

White:	1.5%	Oriental:	1.0%
Black:	73.0%	Other:	24.5%
American Indian:	0%		

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: 0% Mexican Americans: 0% Puerto Ricans: 0%

TOTAL: 0%

19		20	
Average hours ABE membership:	90	Expenditure per ABE student:	$100

21 Average Hours Membership to Complete Grade Level

Grades 1-3: 260 Grades 4-6: 215 Grades 7-8: 155

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22		23	
Correctional institution population, 16 years and older:	4,452 4/	Students enrolled in correctional institution ABE program:	9
		Percentage of total state ABE enrollment:	.01%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24		25	
Median family income:	$9,583	Range--Median family income by congressional districts:	Not divided into Congressional districts

Percentage of Employed Persons by Occupation

26		27	
White collar workers:	57.9%	Blue collar workers:	20.8%
Service workers:	21.0%	Farm workers:	.3%

28 1970 state population 14 and 15 years of age employed full time in the labor force: 1,906 Males: 66% Females: 34%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure includes 302 individuals located at the Adult Community Correctional Center which operates 10 halfway houses.

FLORIDA

TARGET POPULATION ABE: 2,066,790 1/

1		2	
1970 Population:	6,789,383	1960 Population:	4,951,560
Rank by Population:	9	Rank by Population:	10

1970 CENSUS: SELECTED POPULATION INFORMATION

3		4	
Male population:	3,274,971	Female population:	3,514,412
Percentage of total population:	48%	Percentage of total population:	52%

5 Race and Persons of Spanish Language:

White:	5,724,464	Chinese:	3,064
Black:	1,041,535	Filipino:	4,730
Indian:	6,196	Korean:	777
Japanese:	4,060	All other races:	4,557

Persons of Spanish Language: 451,382

1970 CENSUS: SELECTED EDUCATION INFORMATION

6		8	
Population 16 years and over:	4,912,428	Population 16 years and older with less than a high school diploma:	2,331,565 2/
7 Population 16-24 years:	939,356	9 Population 16-24 years not enrolled in school with less than the completion of high school:	184,253

10 Population 25 years and older with less than the completion of high school: 1,999,930 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 3,967,881

Males:	1,848,099	Females:	2,119,782
Males with less than the completion of high school:	886,637	Females with less than the completion of high school:	995,900

Total males and females with less than the completion of high school: 1,882,537

Percentage males and females with less than the completion of high school: 47%

Males with no school years completed:	32,571	Females with no school years completed:	29,704

12 Percentage who have completed 5 years or less of school:	8.2%
Percentage who have completed high school:	52.6%
13 Median school years completed, state population:	12.1
Median school years completed, white male population:	12.2
Median school years completed, black male population:	8.3
Median school years completed, male persons of Spanish heritage:	11.9
Median school years completed, white female population:	12.2
Median school years completed, black female population:	9.2
Median school years completed, female persons of Spanish heritage:	10.4

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71

(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14			
ABE Enrollment:	44,358	ABE Completions:	7,283

15		16	
Number of males enrolled:	17,280	Number of females enrolled:	27,078
Percentage of males enrolled:	39%	Percentage of females enrolled:	61%

17 Percentage of ABE Students by Race

White:	37.2%	Oriental:	1.3%
Black:	43.0%	Other:	2.3%
American Indian:	1.1%		

15.1% of ABE students were unclassified in state director's report (OE Form 3058)

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans:	9.7%	Mexican Americans:	1.9%	Puerto Ricans:	3.5%

TOTAL: 15.1%

19		20	
Average hours ABE membership:	349	Expenditure per ABE student:	$37

21 Average Hours Membership to Complete Grade Level

Grades 1-3:	230	Grades 4-6:	195	Grades 7-8:	173

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22		23	
Correctional institution population, 16 years and older:	15,840 4/	Students enrolled in correctional institution ABE program:	4,119
		Percentage of total state ABE enrollment:	9.3%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24		25	
Median Family Income:	$8,261	Range--Median family income by congressional districts:	$6,910 - $10,267

Percentage of Employed Persons by Occupation

26 White collar workers:	49.8%	27 Blue collar workers:	32.0%
Service workers:	15.0%	Farm workers:	3.2%

28 1970 state population 14 and 15 years of age employed full time in the labor force:

23,585 Males: 68% Females: 32%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure includes inmates of the Division of Corrections 14 years of age and older. The figure 15,840 also includes 6,920 inmates of city and county adult institutions.

GEORGIA

TARGET POPULATION ABE: 1,595,415 1/

1		2	
1970 Population:	4,589,569	1960 Population:	3,943,116
Rank by Population:	15	Rank by Population:	16

1970 CENSUS: SELECTED POPULATION INFORMATION

3		4	
Male population:	2,228,597	Female population:	2,360,972
Percentage of total population:	49%	Percentage of total population:	51%

5 Race and Persons of Spanish Language:

White:	3,380,834	Chinese:	1,173
Black:	1,184,081	Filipino:	1,343
Indian:	2,236	Korean:	769
Japanese:	1,334	All other races:	1,799

Persons of Spanish Language: 29,824

1970 CENSUS: SELECTED EDUCATION INFORMATION

6		7	
Population 16 years and over:	3,122,093	Population 16 years and older with less than a high school diploma:	1,788,110 2/
8 Population 16-24 years:	763,145	9 Population 16-24 years not enrolled in school with less than the completion of high school:	196,240

10 Population 20 years and older with less than the completion of high school: 1,524,887 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 2,355,810

Males:	1,099,186	Females:	1,256,624
Males with less than the completion of high school:	641,872	Females with less than the completion of high school:	757,303

Total males and females with less than the completion of high school: 1,399,175

Percentage males and females with less than the completion of high school: 59%

Males with no school years completed:	28,303	Females with no school years completed:	23,100

12 Percentage who have completed 5 years or less of school: 15.1%

Percentage who have completed high school: 40.6%

13 Median school years completed, state population: 10.8

Median school years completed, white male population: 11.6

Median school years completed, black male population: 7.3

Median school years completed, male persons of Spanish heritage: 12.9

Median school years completed, white female population: 11.5

Median school years completed, black female population: 8.3

Median school years completed, female persons of Spanish heritage: 12.6

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71

(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14			
ABE Enrollment:	25,953	ABE Completions:	7,259

15		16	
Number of males enrolled:	9,474	Number of females enrolled:	16,479
Percentage of males enrolled:	37%	Percentage of females enrolled:	63%

17 Percentage of ABE Students by Race

White:	36.6%	Oriental:	.5%
Black:	62.6%	Other:	.2%
American Indian:	.1%		

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: .5% Mexican Americans: .2% Puerto Ricans: 0%

TOTAL: .7%

19		20	
Average hours ABE membership:	200	Expenditure per ABE student:	$68

21 Average Hours Membership to Complete Grade Level

Grades 1-3: 200 Grades 4-6: 200 Grades 7-8: 200

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22		23	
Correctional institution population, 16 years and older:	6,601 4/	Students enrolled in correctional institution ABE program:	1,840
		Percentage of total state ABE enrollment:	7.1%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24		25	
Median family income:	$8,165	Range--Median family income by congressional districts:	$6,238 - $11,750

Percentage of Employed Persons by Occupation

26		27	
White collar workers:	43.7%	Blue collar workers:	40.0%
Service workers:	12.8%	Farm workers:	3.5%

28 1970 state population 14 and 15 years of age employed full time in the labor force: 15,469 Males: 71% Females: 29%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ Includes inmates in two county public works camps and the Richmond County Correctional Institution.

HAWAII

TARGET POPULATION ABE 161,899 1/

1		2	
1970 Population:	768,559	1960 Population:	632,772
Rank by Population:	40	Rank by Population:	44

1970 CENSUS: SELECTED POPULATION INFORMATION

3		4	
Male population:	399,343	Female population:	369,216
Percentage of total population:	52%	Percentage of total population:	48%

5 Race and Persons of Spanish Language:

White:	313,529	Chinese:	52,375
Black:	7,517	Filipino:	95,356
Indian:	1,216	Korean:	9,625
Japanese:	217,669	All other races:	71,274

Persons of Spanish Language: 12,100

1970 CENSUS: SELECTED EDUCATION INFORMATION

6		7	
Population 16 years and over:	523,055	Population 16 years and older with less than a high school diploma:	195,041 2/
8 Population 16-24 years:	137,175	9 Population 16-24 years not enrolled in school with less than the completion of high school:	15,198

10 Population 25 years and older with less than the completion of high school: 156,826 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 384,843

Males:	197,155	Females:	187,688
Males with less than the completion of high school:	75,951	Females with less than the completion of high school:	70,750

Total males and females with less than the completion of high school: 146,701

Percentage males and females with less than the completion of high school: 38%

Males with no school years completed:	6,619	Females with no school years completed:	5,077

12 Percentage who have completed 5 years or less of school: 10.2%

Percentage who have completed high school: 61.9%

13 Median school years completed, state population: 12.3

Median school years completed, white male population: 12.7

Median school years completed, black male population: 12.5

Median school years completed, male persons of Spanish heritage: 12.0

Median school years completed, white female population: 12.6

Median school years completed, black female population: 12.7

Median school years completed, female persons of Spanish heritage: 11.5

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71

(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14			
ABE Enrollment:	9,940	ABE Completions:	754

15		16	
Number of males enrolled:	2,739	Number of females enrolled:	7,201
Percentage of males enrolled:	28%	Percentage of females enrolled:	72%

17 Percentage of ABE Students by Race

White:	3.8%	Oriental:	87.9%
Black:	.1%	Other:	8.2%
American Indian:	0%		

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: 0% Mexican Americans: .2% Puerto Ricans: 1.2%

TOTAL: 1.4%

19		20	
Average hours ABE membership:	50	Expenditure per ABE student:	$56

21 Average Hours Membership to Complete Grade Level

Grades 1-3: 480 Grades 4-6: 480 Grades 7-8: 360

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22		23	
Correctional institution population, 16 years and older:	369 4/	Students enrolled in correctional institution ABE program:	12
		Percentage of total state ABE enrollment:	.1%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24		25	
Median family income:	$11,552	Range--Median family income by congressional districts:	$10,848 - $12,491

Percentage of Employed Persons by Occupation

26		27	
White collar workers:	49.9%	Blue collar workers:	31.4%
Service workers:	15.4%	Farm workers:	3.3%

28 1970 state population 14 and 15 years of age employed full time in the labor force: 2,254 Males: 65% Females: 35%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure does not include inmates over 16 years of age at the Hawaii Youth Correctional Facility.

IDAHO

TARGET POPULATION ABE: 164,279 [1]

1	2
1970 Population: 712,567	1960 Population: 667,191
Rank by Population: 43	Rank by Population: 43

1970 CENSUS: SELECTED POPULATION INFORMATION

3	4
Male population: 355,747	Female population: 356,820
Percentage of total population: 50%	Percentage of total population: 50%

5 Race and Persons of Spanish Language:

White:	701,373	Chinese:	523
Black:	2,046	Filipino:	185
Indian:	6,315	Korean:	89
Japanese:	1,981	All other races:	555

Persons of Spanish Language: 18,476

1970 CENSUS: SELECTED EDUCATION INFORMATION

6	7
Population 16 years and over: 480,322	Population 16 years and older with less than a high school diploma: 201,995 2/
8 Population 16-24 years: 110,604	9 Population 16-24 years not enrolled in school with less than the completion of high school: 14,748

10 Population 20 years and older with less than the completion of high school: 158,728 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION

PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 368,912

Males: 181,310 Females: 187,602

Males with less than the completion of high school:	Females with less than the completion of high school:
77,271	72,260

Total males and females with less than the completion of high school: 149,531

Percentage males and females with less than the completion of high school: 41%

Males with no school years completed:	Females with no school years completed:
1,334	1,341

12 Percentage who have completed 5 years or less of school: 3.2%

Percentage who have completed high school: 59.5%

13 Median school years completed, state population: 12.2

Median school years completed, white male population: 12.2

Median school years completed, black male population: 12.1

Median school years completed, male persons of Spanish heritage: 8.8

Median school years completed, white female population: 12.3

Median school years completed, black female population: 12.0

Median school years completed, female persons of Spanish heritage: 9.0

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71

(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14	
ABE Enrollment: 3,087	ABE Completions: 1,197

15	16
Number of males enrolled: 1,407	Number of females enrolled: 1,680
Percentage of males enrolled: 46%	Percentage of females enrolled: 54%

17 Percentage of ABE Students by Race

White: Oriental:

Black: Other:

American Indian:

State Director's report (OE Form 3058) did not classify ABE students by race.

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: 0% Mexican Americans: 0% Puerto Ricans: 0%

TOTAL: 0%

19	20
Average hours ABE membership: 115	Expenditure per ABE student: $58

21 Average Hours Membership to Complete Grade Level

Grades 1-3: 341 Grades 4-6: 245 Grades 7-8: 127

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22	23
Correctional institution population, 16 years and older: 399 4/	Students enrolled in correctional institution ABE program: 46
	Percentage of total state ABE enrollment: 1.5%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24	25
Median family income: $8,381	Range--Median family income by congressional districts: $8,280 - $8,466

Percentage of Employed Persons by Occupation

26		27	
White collar workers:	43.1%	Blue collar workers:	32.5%
Service workers:	13.1%	Farm workers:	11.3%

28 1970 state population 14 and 15 years of age employed full time in the labor force: 4,826 Males: 66% Females: 34%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure does not include inmates over 16 years of age at the State Youth Training Center.

ILLINOIS

TARGET POPULATION ABE 3,147,456 1/

1		2	
1970 Population:	11,109,450	1960 Population:	10,081,158
Rank by Population:	5	Rank by Population:	4

1970 CENSUS: SELECTED POPULATION INFORMATION

3		4	
Male population:	5,388,256	Female population:	5,721,194
Percentage of total population:	49%	Percentage of total population:	51%

5 Race and Persons of Spanish Language:

White:	9,617,500	Chinese:	13,912
Black:	1,421,745	Filipino:	12,308
Indian:	9,756	Korean:	3,803
Japanese:	17,463	All other races:	12,963

Persons of Spanish language: 364,397

1970 CENSUS: SELECTED EDUCATION INFORMATION

6		7	
Population 16 years and over:	7,727,579	Population 16 years and older with less than a high school diploma:	3,610,931 2/
8 Population 16-24 years:	1,627,651	9 Population 16-24 years not enrolled in school with less than the completion of high school:	261,517

10 Population 20 years and older with less than the completion of high school: 3,055,608 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 6,089,328

Males:	2,874,845	Females:	3,214,483
Males with less than the completion of high school:	1,353,130	Females with less than the completion of high school:	1,532,809

Total males and females with less than the completion of high school: 2,885,939

Percentage males and females with less than the completion of high school: 47%

Males with no school years completed:	33,826	Females with no school years completed:	41,902

12 Percentage who have completed 5 years or less of school: 5.7%

Percentage who have completed high school: 52.6%

13

Median school years completed, state population:	12.1
Median school years completed, white male population:	12.2
Median school years completed, black male population:	10.5
Median school years completed, male persons of Spanish heritage:	9.4
Median school years completed, white female population:	12.1
Median school years completed, black female population:	10.8
Median school years completed, female persons of Spanish heritage:	9.0

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71

(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14

ABE Enrollment:	27,809	ABE Completions:	3,378

15		16	
Number of males enrolled:	10,846	Number of females enrolled:	16,963
Percentage of males enrolled:	39%	Percentage of females enrolled:	61%

17 Percentage of ABE Students by Race

White:	38.0%	Oriental:	.7%
Black:	52.3%	Other:	8.2%
American Indian:	.8%		

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: .3% Mexican Americans: 4.0% Puerto Ricans: 4.5%

TOTAL: 8.8%

19		20	
Average hours ABE membership:	233	Expenditure per ABE student:	$75

21 Average Hours Membership to Complete Grade Level

Grades 1-3: 162 Grades 4-6: 160 Grades 7-8: 154

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22		23	
Correctional institution population, 16 years and older:	10,214 4/	Students enrolled in correctional institution ABE program:	3,761
		Percentage of total state ABE enrollment:	13.5%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24		25	
Median family income:	$10,957	Range--Median family income by congressional districts:	$7,501 - $16,576

Percentage of Employed Persons by Occupation

26		27	
White collar workers:	49.1%	Blue collar workers:	36.7%
Service workers:	11.8%	Farm workers:	2.4%

28 1970 state population 14 and 15 years of age employed full time in the labor force:

45,601 Males: 65% Females: 35%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure does not include populations for the Juvenile Division, Office of Institution Services (youth), and the Office of Field Services. The figure 10,214 does include 3,440 inmates of the two Cook County divisions.

INDIANA

TARGET POPULATION ABE: 1,433,705 [1]

1970 Population:	5,193,665	1980 Population:	4,662,498
Rank by Population:	11	Rank by Population:	11

1970 CENSUS: SELECTED POPULATION INFORMATION

Male population:	2,530,287	Female population:	2,663,378
Percentage of total population:	49%	Percentage of total population:	51%

Race and Persons of Spanish Language:

White:	4,825,999	Chinese:	1,998
Black:	356,261	Filipino:	1,359
Indian:	3,266	Korean:	735
Japanese:	1,877	All other races:	2,170

Persons of Spanish Language: 67,188

1970 CENSUS: SELECTED EDUCATION INFORMATION

Population 16 years and over:	3,556,767	Population 16 years and older with less than a high school diploma:	1,665,423 2/
Population 16-24 years:	805,019	Population 16-24 years not enrolled in school with less than the completion of high school:	141,468

Population 20 years and older with less than the completion of high school: 1,382,451 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

Population 25 years and older: 2,746,414

Males:	1,302,587	Females:	1,443,827
Males with less than the completion of high school:	612,950	Females with less than the completion of high school:	679,287

Total males and females with less than the completion of high school: 1,292,237

Percentage males and females with less than the completion of high school: 47%

Males with no school years completed:	12,335	Females with no school years completed:	11,441

Percentage who have completed 5 years or less of school: 4.6%

Percentage who have completed high school: 52.9%

Median school years completed, state population:	12.1
Median school years completed, white male population:	12.1
Median school years completed, black male population:	10.2
Median school years completed, male persons of Spanish heritage:	10.6
Median school years completed, white female population:	12.1
Median school years completed, black female population:	10.8
Median school years completed, female persons of Spanish heritage:	10.5

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71

(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

ABE Enrollment:	8,212	ABE Completions:	1,979
Number of males enrolled:	4,405	Number of females enrolled:	3,807
Percentage of males enrolled:	54%	Percentage of females enrolled:	46%

Percentage of ABE Students by Race

White:	58.4%	Oriental:	1.0%
Black:	36.8%	Other:	2.6%
American Indian:	1.2%		

Percentage of ABE Students by Selected Ethnic Groups

Cubans: 1.4% Mexican Americans: 3.3% Puerto Ricans: .9%

TOTAL: 5.6%

Average hours ABE membership:	139	Expenditure per ABE student:	$95

Average Hours Membership to Complete Grade Level

Grades 1-3: 150 Grades 4-6: 275 Grades 7-8: 281

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

Correctional institution population, 16 years and older:	5,300 4/	Students enrolled in correctional institution ABE program:	1,690
		Percentage of total state ABE enrollment:	20.6%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

Median family income:	$9,966	Range--Median family income by congressional districts:	$8,557 - $10,785

Percentage of Employed Persons by Occupation

White collar workers:	42.1%	Blue collar workers:	42.7%
Service workers:	12.2%	Farm workers:	3.0%

1970 state population 14 and 15 years of age employed full time in the labor force: 22,811 Males: 67% Females: 33%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure does not include inmates of the Indiana Youth Authority who are over 16 years of age. City, county, and private juvenile institution populations are not included in the 5,300 figure.

IOWA

TARGET POPULATION ABE 713,982 1/

1 1970 Population: 2,824,376	2 1960 Population: 2,757,537
Rank by Population: 25	Rank by Population: 24

1970 CENSUS: SELECTED POPULATION INFORMATION

3 Male population: 1,372,431	4 Female population: 1,451,945
Percentage of total population: 49%	Percentage of total population: 51%

5 Race and Persons of Spanish Language:

White:	2,784,904	Chinese:	1,043
Black:	32,339	Filipino:	733
Indian:	2,829	Korean:	629
Japanese:	720	All other races:	1,179

Persons of Spanish Language: 17,448

1970 CENSUS: SELECTED EDUCATION INFORMATION

6 Population 16 years and over: 1,960,685	7 Population 16 years and older with less than a high school diploma: 807,356 2/
8 Population 16-24 years: 417,017	9 Population 16-24 years not enrolled in school with less than the completion of high school: 42,838

10 Population 20 years and older with less than the completion of high school: 659,960 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 1,540,588

Males: 727,522 Females: 813,066

Males with less than the completion of high school: 360,187	Females with less than the completion of high school: 310,957

Total males and females with less than the completion of high school: 671,144

Percentage males and females with less than the completion of high school: 44%

Males with no school years completed: 4,282	Females with no school years completed: 4,231

12 Percentage who have completed 5 years or less of school: 2.8%

Percentage who have completed high school: 59.0%

13

Median school years completed, state population:	12.2
Median school years completed, white male population:	12.2
Median school years completed, black male population:	10.8
Median school years completed, male persons of Spanish heritage:	12.1
Median school years completed, white female population:	12.3
Median school years completed, black female population:	11.0
Median school years completed, female persons of Spanish heritage:	12.1

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71

(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14 ABE Enrollment: 10,421 ABE Completions: 2,553

15 Number of males enrolled: 4,171	16 Number of females enrolled: 6,250
Percentage of males enrolled: 40%	Percentage of females enrolled: 60%

17 Percentage of ABE Students by Race

White:	83.6%	Oriental:	.7%
Black:	11.4%	Other:	4.0%
American Indian:	.5%		

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: 0% Mexican Americans: 4.0% Puerto Ricans: 0%

TOTAL 4.1%

Mathematical round-off of computation causes discrepancy in addition of percentages.

19 Average hours ABE membership: 72	20 Expenditure per ABE student: $57

21 Average Hours Membership to Complete Grade Level

Grades 1-3: 140 Grades 4-6: 120 Grades 7-8: 100

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22 Correctional institution population, 16 years and older: 1,778	23 Students enrolled in correctional institution ABE program: 253
	Percentage of total state ABE enrollment: 2.4%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24 Median family income: $9,017	25 Range--Median family income by congressional districts: $8,338 - $9,594

Percentage of Employed Persons by Occupation

26 White collar workers:	42.9%	27 Blue collar workers:	30.9%
Service workers:	13.7%	Farm workers:	12.5%

28 1970 state population 14 and 15 years of age employed full time in the labor force: 18,475 Males: 64% Females: 36%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

KANSAS

TARGET POPULATION ABE 536,994 1/

1 1970 Population:	2,246,578	2 1960 Population:	2,178,611
Rank by Population:	28	Rank by Population:	28

1970 CENSUS: SELECTED POPULATION INFORMATION

3 Male population:	1,100,935	4 Female population:	1,145,643
Percentage of total population:	49%	Percentage of total population:	51%

5 Race and Persons of Spanish Language:

White:	2,127,279	Chinese:	934
Black:	105,980	Filipino:	773
Indian:	8,106	Korean:	495
Japanese:	1,626	All other races:	1,685

Persons of Spanish Language: 46,706

1970 CENSUS: SELECTED EDUCATION INFORMATION

6 Population 16 years and over: 1,586,294	7 Population 16 years and older with less than a high school diploma: 633,739 2/
8 Population 16-24 years: 357,925	9 Population 16-24 years not enrolled in school with less than the completion of high school: 44,896
10 Population 20 years and older with less than the completion of high school: 520,895 3/	

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 1,225,988

Males: 580,780	Females: 645,208
Males with less than the completion of high school: 241,282	Females with less than the completion of high school: 250,816

Total males and females with less than the completion of high school: 492,098

Percentage males and females with less than the completion of high school: 40%

Males with no school years completed: 4,161	Females with no school years completed: 3,949

12 Percentage who have completed 5 years or less of school: 3.3%

Percentage who have completed high school: 59.9%

13 Median school years completed, state population: 12.3

Median school years completed, white male population: 12.3

Median school years completed, black male population: 10.7

Median school years completed, male persons of Spanish heritage: 11.2

Median school years completed, white female population: 12.3

Median school years completed, black female population: 11.0

Median school years completed, female persons of Spanish heritage: 10.7

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71

(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14 ABE Enrollment: 4,002	ABE Completions: 771
15 Number of males enrolled: 1,281	16 Number of females enrolled: 2,721
Percentage of males enrolled: 32%	Percentage of females enrolled: 68%

17 Percentage of ABE Students by Race

White:	62.0%	Oriental:	7.8%
Black:	24.0%	Other:	5.0%
American Indian:	1.2%		

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: .3% Mexican Americans: 11.0% Puerto Ricans: .4%

TOTAL: 11.7%

19 Average hours ABE membership: 150	20 Expenditure per ABE student: $90

21 Average Hours Membership to Complete Grade Level

Grades 1-3: 170 Grades 4-6: 150 Grades 7-8: 130

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22 Correctional institution population, 16 years and older: 2,125 4/	23 Students enrolled in correctional institution ABE program: 260
	Percentage of total state ABE enrollment: 6.5%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24 Median family income: $8,690	25 Range--Median family income by congressional districts: $7,450 - $10,928

Percentage of Employed Persons by Occupation

26 White collar workers:	47.8%	27 Blue collar workers:	30.7%
Service workers:	13.3%	Farm workers:	8.2%

28 1970 state population 14 and 15 years of age employed full time in the labor force: 11,587 Males: 66% Females: 34%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure includes the City Prison Farm at Wichita and the three state honor camps.

KENTUCKY

TARGET POPULATION ABE: 1,188,000 1/

1	2
1970 Population: 3,218,697	1960 Population: 3,038,156
Rank by Population: 23	Rank by Population: 22

1970 CENSUS: SELECTED POPULATION INFORMATION

3	4
Male population: 1,578,276	Female population: 1,640,421
Percentage of total population: 49%	Percentage of total population: 51%

5

Race and Persons of Spanish Language:

White:	2,983,307	Chinese:	585
Black:	230,333	Filipino:	703
Indian:	1,269	Korean:	451
Japanese:	835	All other races:	1,214

Persons of Spanish Language: 11,112

1970 CENSUS: SELECTED EDUCATION INFORMATION

6	7
Population 16 years and over: 2,229,676	Population 25 years and older with less than a high school diploma: 1,319,244 2/
8 Population 16-24 years: 514,127	9 Population 16-24 years not enrolled in school with less than the completion of high school: 134,804

10 Population 20 years and older with less than the completion of high school: 1,134,864 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11

Population 25 years and older: 1,713,298

Males: 808,995 Females: 904,303

Males with less than the completion of high school:	Females with less than the completion of high school:
505,878	547,318

Total males and females with less than the completion of high school: 1,053,196

Percentage males and females with less than the completion of high school: 62%

Males with no school years completed:	Females with no school years completed:
16,867	12,082

12

Percentage who have completed 5 years or less of school: 12.8%

Percentage who have completed high school: 38.5%

13

Median school years completed, state population: 9.9

Median school years completed, white male population: 9.6

Median school years completed, black male population: 8.9

Median school years completed, male persons of Spanish heritage: 12.7

Median school years completed, white female population: 10.3

Median school years completed, black female population: 9.7

Median school years completed, female persons of Spanish heritage: 12.6

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71 (FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14

ABE Enrollment: 16,453 ABE Completions: 3,301

15	16
Number of males enrolled: 6,219	Number of females enrolled: 10,234
Percentage of males enrolled: 38%	Percentage of females enrolled: 62%

17

Percentage of ABE Students by Race

White:	75.3%	Oriental:	.6%
Black:	24.1%	Other:	0%
American Indian:	0%		

18

Percentage of ABE Students by Selected Ethnic Groups

Cubans: 0% Mexican Americans: 0% Puerto Ricans: 0%

TOTAL: 0%

19	20
Average hours ABE membership: 179	Expenditure per ABE student: $80

21

Average Hours Membership to Complete Grade Level

Grades 1-3: 400 Grades 4-6: 250 Grades 7-8: 200

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22	23
Correctional institution population, 16 years and older: 3,069 4/	Students enrolled in correctional institution ABE program: 420
	Percentage of total state ABE enrollment: 2.6%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24	25
Median family income: $7,439	Range--Median family income by congressional districts: $5,528 - $10,359

Percentage of Employed Persons by Occupation

26	27
White collar workers: 40.2%	Blue collar workers: 41.2%
Service workers: 12.3%	Farm workers: 6.3%

28

1970 state population 14 and 15 years of age employed full time in the labor force: 7,803 Males: 71% Females: 29%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure does not include inmates at the Diagnostic Detention Center over age 16.

LOUISIANA

TARGET POPULATION ABE: 1,180,582 1/

1		2	
1970 Population:	3,640,442	1960 Population:	3,257,022
Rank by Population:	20	Rank by Population:	20

1970 CENSUS: SELECTED POPULATION INFORMATION

3		4	
Male population:	1,770,468	Female population:	1,869,974
Percentage of total population:	49%	Percentage of total population:	51%

5 Race and Persons of Spanish language:

White:	2,545,398	Chinese:	1,169
Black:	1,085,270	Filipino:	954
Indian:	4,992	Korean:	328
Japanese:	915	All other races:	1,416

Persons of Spanish language: 69,678

1970 CENSUS: SELECTED EDUCATION INFORMATION

6		7	
Population 16 years and over:	2,403,840	Population 16 years and older with less than a high school diploma:	1,353,012 2/
8 Population 16-24 years:	588,957	9 Population 16-24 years not enrolled in school with less than the completion of high school:	134,031

10 Population 20 years and older with less than the completion of high school: 1,131,265 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 1,809,914

Males:	846,059	Females:	963,855
Males with less than the completion of high school:	486,418	Females with less than the completion of high school:	560,133
Total males and females with less than the completion of high school:	1,046,551		
Percentage males and females with less than the completion of high school:	58%		
Males with no school years completed:	35,020	Females with no school years completed:	35,333

12 Percentage who have completed 5 years or less of school: 17.2%

Percentage who have completed high school: 42.2%

13 Median school years completed, state population: 10.7

Median school years completed, white male population: 12.0

Median school years completed, black male population: 7.4

Median school years completed, male persons of Spanish heritage: 12.2

Median school years completed, white female population: 11.9

Median school years completed, black female population: 8.3

Median school years completed, female persons of Spanish heritage: 12.0

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71

(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14 ABE Enrollment: 14,464 ABE Completions: 3,764

15		16	
Number of males enrolled:	5,770	Number of females enrolled:	8,694
Percentage of males enrolled:	40%	Percentage of females enrolled:	60%

17 Percentage of ABE Students by Race

White:	43.6%	Oriental:	.1%
Black:	56.0%	Other:	.1%
American Indian:	.1%		

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: .5% Mexican Americans: .1% Puerto Ricans: .2%

TOTAL: .7%

Mathematical round-off of computations causes discrepancy in addition of percentages.

19		20	
Average hours ABE membership:	112	Expenditure per ABE student:	$120

21 Average Hours Membership to Complete Grade Level

Grades 1-3: 118 Grades 4-6: 115 Grades 7-8: 95

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22		23	
Correctional institution population, 16 years and older:	5,231 4/	...nts enrolled in correctional ...stitution ABE program:	0
		Percentage of total state ABE enrollment:	0%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24		25	
Median family income:	$7,527	Range--Median family income by congressional districts:	$5,762 - $8,655

Percentage of Employed Persons by Occupation

26		27	
White collar workers:	45.2%	Blue collar workers:	36.2%
Service workers:	5.4%	Farm workers:	3.2%

28 1970 state population 14 and 15 years of age employed full time in the labor force: 8,423 Males: 71% Females: 29%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure does not include 16 and 17 year olds at the Juvenile Center and the three Training Insitutes.

MAINE

TARGET POPULATION ABE: 267,276 [1/]

1	2
1970 Population: 993,663	1960 Population: 969,265
Rank by Population: 38	Rank by Population: 36

1970 CENSUS: SELECTED POPULATION INFORMATION

3	4
Male population: 484,046	Female population: 509,617
Percentage of total population: 49%	Percentage of total population: 51%

5 Race and Persons of Spanish Language:

White:	988,053	Chinese:	64
Black:	2,655	Filipino:	409
Indian:	1,961	Korean:	94
Japanese:	186	All other races:	241

Persons of Spanish Language: 3,730

1970 CENSUS: SELECTED EDUCATION INFORMATION

6	7
Population 16 years and over: 686,206	Population 16 years and older with less than a high school diploma: 314,085 [2/]
8 Population 16-24 years: 148,119	9 Population 16-24 years not enrolled in school with less than the completion of high school: 23,744

10 Population 20 years and older with less than the completion of high school: 259,447 [3/]

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 537,823

Males: 253,250	Females: 284,573
Males with less than the completion of high school: 121,643	Females with less than the completion of high school: 121,889
Total males and females with less than the completion of high school: 243,532	
Percentage males and females with less than the completion of high school: 45%	
Males with no school years completed: 2,692	Females with no school years completed: 2,058

12 Percentage who have completed 5 years or less of school: 4.3%

Percentage who have completed high school: 54.7%

13

Median school years completed, state population:	12.1
Median school years completed, white male population:	12.1
Median school years completed, black male population:	12.3
Median school years completed, male persons of Spanish heritage:	12.9
Median school years completed, white female population:	12.2
Median school years completed, black female population:	12.3
Median school years completed, female persons of Spanish heritage:	12.5

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71

(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14 ABE Enrollment: 1,794 ABE Completions: 418

15	16
Number of males enrolled: 720	Number of females enrolled: 1,074
Percentage of males enrolled: 40%	Percentage of females enrolled: 60%

17 Percentage of ABE Students by Race

White:	91.4%	Oriental:	2.2%
Black:	.3%	Other:	0%
American Indian:	6.1%		

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: .1% Mexican Americans: .3% Puerto Ricans: .1%

TOTAL: .5%

19	20
Average hours ABE membership: 100	Expenditure per ABE student: $139

21 Average Hours Membership to Complete Grade Level

Grades 1-3: 93 Grades 4-6: 91 Grades 7-8: 91

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22	23
Correctional institution population, 16 years and older: 446 [4/]	Students enrolled in correctional institution ABE program: 0
	Percentage of total state ABE enrollment: 0%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24	25
Median family income: $8,205	Range--Median family income by congressional districts: $7,733 - $8,688

Percentage of Employed Persons by Occupation

26	27
White collar workers: 40.7%	Blue collar workers: 44.1%
Service workers: 12.4%	Farm workers: 2.8%

28 1970 state population 14 and 15 years of age employed full time in the labor force: 4,208 Males: 61% Females: 39%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ Figure not available for the Men's Correctional Center at South Windham.

MARYLAND

TARGET POPULATION ABE: 1,096,992 1/

1		2	
1970 Population:	3,922,391	1960 Population:	3,100,689
Rank by Population:	18	Rank by Population:	21

1970 CENSUS: SELECTED POPULATION INFORMATION

3		4	
Male population:	1,915,887	Female population:	2,006,504
Percentage of total population:	49%	Percentage of total population:	51%

5 Race and Persons of Spanish Language:

White:	3,199,583	Chinese:	6,353
Black:	698,002	Filipino:	4,771
Indian:	3,705	Korean:	2,333
Japanese:	3,597	All other races:	4,047

Persons of Spanish Language: 52,974

1970 CENSUS: SELECTED EDUCATION INFORMATION

6		7	
Population 16 years and over:	2,686,019	Population 16 years and older with less than a high school diploma:	1,263,987 2/
8 Population 16-24 years:	601,078	9 Population 16-24 years not enrolled in school with less than the completion of high school:	104,206

10 Population 20 years and older with less than the completion of high school: 1,060,857 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 2,082,549

Males: 991,984 Females: 1,090,565

Males with less than the completion of high school:	Females with less than the completion of high school:
472,368	520,418

Total males and females with less than the completion of high school: 992,786

Percentage males and females with less than the completion of high school: 48%

Males with no school years completed:	Females with no school years completed:
10,904	11,150

12 Percentage who have completed 5 years or less of school: 7.0%

Percentage who have completed high school: 52.3%

13

Median school years completed, state population:	12.1
Median school years completed, white male population:	12.3
Median school years completed, black male population:	9.5
Median school years completed, male persons of Spanish heritage:	13.1
Median school years completed, white female population:	12.2
Median school years completed, black female population:	10.3
Median school years completed, female persons of Spanish heritage:	12.5

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71

(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14 ABE Enrollment: 8,794 ABE Completions: 1,557

15		16	
Number of males enrolled:	3,296	Number of females enrolled:	5,498
Percentage of males enrolled:	37%	Percentage of females enrolled:	63%

17 Percentage of ABE Students by Race

White:	34.4%	Oriental:	2.6%
Black:	52.1%	Other:	10.4%
American Indian:	.5%		

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: 7.5% Mexican Americans: .5% Puerto Ricans: 2.4%

TOTAL: 10.4%

19		20	
Average hours ABE membership:	Not available. Aggregate hours membership not computed.	Expenditure per ABE student:	$102

21 Average Hours Membership to Complete Grade Level

Grades 1-3: 120 Grades 4-6: 95 Grades 7-8: 85

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22		23	
Correctional institution population, 16 years and older:	8,401 4/	Students enrolled in correctional institution ABE program:	356
		Percentage of total state ABE enrollment:	4.0%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24		25	
Median family income:	$11,057	Range--Median family income by congressional districts:	$7,841 - $17,102

Percentage of Employed Persons by Occupation

26		27	
White collar workers:	55.8%	Blue collar workers:	31.1%
Service workers:	11.7%	Farm workers:	1.4%

28 1970 state population 14 and 15 years of age employed full time in the labor force: 13,981 Males: 70% Females: 30%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure includes a small number of males 14 and 15 years old at the Patuxent Institution and the Prince George's County Jail.

MASSACHUSETTS

TARGET POPULATION ABE: 1,415,564 1/

1		2	
1970 Population:	5,688,903	1960 Population:	5,148,578
Rank by Population:	10	Rank by Population:	9

1970 CENSUS: SELECTED POPULATION INFORMATION

3		4	
Male population:	2,717,408	Female population:	2,971,495
Percentage of total population:	48%	Percentage of total population:	52%

5 Race and Persons of Spanish Language:

White:	5,484,685	Chinese:	14,127
Black:	173,376	Filipino:	1,970
Indian:	4,137	Korean:	1,405
Japanese:	4,503	All other races:	4,700

Persons of Spanish Language: 64,860

1970 CENSUS: SELECTED EDUCATION INFORMATION

6		7	
Population 16 years and over:	4,015,691	Population 16 years and older with less than a high school diploma:	1,643,262 2/
8 Population 16-24 years:	866,546	9 Population 16-24 years not enrolled in school with less than the completion of high school:	110,219

10 Population 20 years and older with less than the completion of high school: 1,379,159 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 3,142,463

Males:	1,446,338	Females:	1,696,125
Males with less than the completion of high school:	618,235	Females with less than the completion of high school:	687,110
Total males and females with less than the completion of high school:	1,305,345		
Percentage males and females with less than the completion of high school:	42%		
Males with no school years completed:	24,045	Females with no school years completed:	34,238

12 Percentage who have completed 5 years or less of school: 5.6%

Percentage who have completed high school: 58.5%

13

Median school years completed, state population:	12.2
Median school years completed, white male population:	12.2
Median school years completed, black male population:	11.6
Median school years completed, male persons of Spanish heritage:	12.1
Median school years completed, white female population:	12.3
Median school years completed, black female population:	11.7
Median school years completed, female persons of Spanish heritage:	11.4

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71 (FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14

ABE Enrollment:	14,288
ABE Completions:	2,494

15		16	
Number of males enrolled:	8,246	Number of females enrolled:	6,042
Percentage of males enrolled:	58%	Percentage of females enrolled:	42%

17 Percentage of ABE Students by Race

White:	34.8%	Oriental:	.7%
Black:	4.5%	Other:	3.0%
American Indian:	0%		

57% of ABE Students were unclassified in State Director's report (Form OE 3058).

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: 2.7% Mexican Americans: 1.5% Puerto Ricans: 6.6%

TOTAL: 10.8%

19		20	
Average hours ABE membership:	270	Expenditure per ABE student:	$103

21 Average Hours Membership to Complete Grade Level

Grades 1-3: 338 Grades 4-6: 401 Grades 7-8: 329

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22		23	
Correctional institution population, 16 years and older:	5,295 4/	Students enrolled in correctional institution ABE program:	1,241
		Percentage of total state ABE enrollment:	8.7%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24		25	
Median family income:	$10,833	Range--Median family income by congressional districts:	$10,132 - $11,532

Percentage of Employed Persons by Occupation

26		27	
White collar workers:	52.7%	Blue collar workers:	34.2%
Service workers:	12.5%	Farm workers:	.5%

28 1970 state population 14 and 15 years of age employed full time in the labor force:

24,835 Males: 62% Females: 38%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure includes 1,853 inmates at city and county institutions. Age ranges are not specified in the Massachusetts report.

MICHIGAN

TARGET POPULATION ABE: 2,386,301 1/

1		2	
1970 Population:	8,875,068	1960 Population:	7,823,194
Rank by Population:	7	Rank by Population:	7

1970 CENSUS: SELECTED POPULATION INFORMATION

3		4	
Male population:	4,347,479	Female population:	4,527,589
Percentage of total population:	49%	Percentage of total population:	51%

5 Race and Persons of Spanish Language:

White:	7,843,805	Chinese:	6,640
Black:	990,496	Filipino:	3,365
Indian:	15,944	Korean:	2,121
Japanese:	5,598	All other races:	7,099

Persons of Spanish Language: 120,687

1970 CENSUS: SELECTED EDUCATION INFORMATION

6		7	
Population 16 years and over:	5,479,788	Population 16 years and older with less than a high school diploma:	2,803,381 2/
8 Population 16-24 years:	1,377,381	9 Population 16-24 years not enrolled in school with less than the completion of high school:	215,886

10 Population 20 years and older with less than the completion of high school: 2,311,478 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 4,594,461

Males:	2,203,979	Females:	2,390,482
Males with less than the completion of high school:	1,076,415	Females with less than the completion of high school:	1,094,000
Total males and females with less than the completion of high school:	2,170,415		
Percentage males and females with less than the completion of high school:	47%		
Males with no school years completed:	24,460	Females with no school years completed:	28,310

12

Percentage who have completed 5 years or less of school:	5.2%
Percentage who have completed high school:	52.8%

13

Median school years completed, state population:	12.0
Median school years completed, white male population:	12.1
Median school years completed, black male population:	10.2
Median school years completed, male persons of Spanish heritage:	10.4
Median school years completed, white female population:	12.2
Median school years completed, black female population:	10.9
Median school years completed, female persons of Spanish heritage:	10.7

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71

(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14

ABE Enrollment:	18,671
ABE Completions:	2,276

15		16	
Number of males enrolled:	8,626	Number of females enrolled:	10,045
Percentage of males enrolled:	46%	Percentage of females enrolled:	54%

17 Percentage of ABE Students by Race

White:	49.6%	Oriental:	2.8%
Black:	39.0%	Other:	7.0%
American Indian:	1.6%		

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: 2.4% Mexican Americans: 8.3% Puerto Ricans: 1.6%

TOTAL: 12.2%

Mathematical round-off of computations causes discrepancy in addition of percentages.

19		20	
Average hours ABE membership:	133	Expenditure per ABE student:	$120

21 Average Hours Membership to Complete Grade Level

Grades 1-3: 142 Grades 4-6: 135 Grades 7-8: 133

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22		23	
Correctional institution population, 16 years and older:	12,732 4/	Students enrolled in correctional institution ABE program:	490
		Percentage of total state ABE enrollment:	2.6%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24		25	
Median family income:	$11,029	Range--Median family income by congressional districts:	$7,770 - $13,627

Percentage of Employed Persons by Occupation

26		27	
White collar workers:	44.9%	Blue collar workers:	40.8%
Service workers:	12.8%	Farm workers:	1.5%

28 1970 state population 14 and 15 years of age employed full time in the labor force:

38,039 Males: 69% Females: 31%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure does not include 850 males at the Jackson Reception - Diagnostic Center.

MINNESOTA

TARGET POPULATION ABE 890,660 1/

1 1970 Population: 3,804,971	2 1960 Population: 3,413,864
Rank by Population: 19	Rank by Population: 18

1970 CENSUS: SELECTED POPULATION INFORMATION

3 Male population: 1,863,588	4 Female population: 1,941,383
Percentage of total population: 49%	Percentage of total population: 51%

5 Race and Persons of Spanish Language:

White:	3,739,061	Chinese:	1,973
Black:	34,567	Filipino:	1,325
Indian:	22,369	Korean:	1,050
Japanese:	2,739	All other races:	1,887

Persons of Spanish Language: 23,198

1970 CENSUS: SELECTED EDUCATION INFORMATION

6 Population 16 years and over: 2,576,109	7 Population 16 years and older with less than a high school diploma: 1,075,582 2/
8 Population 16-24 years: 581,911	9 Population 16-24 years not enrolled in school with less than the completion of high school: 46,595

10 Population 20 years and older with less than the completion of high school: 874,009 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 1,990,367

Males: 957,251	Females: 1,033,116
Males with less than the completion of high school: 436,313	Females with less than the completion of high school: 407,752
Total males and females with less than the completion of high school: 844,065	
Percentage males and females with less than the completion of high school: 42%	
Males with no school years completed: 7,197	Females with no school years completed: 6,940

12 Percentage who have completed 5 years or less of school: 3.3%

Percentage who have completed high school: 57.6%

13

Median school years completed, state population:	12.2
Median school years completed, white male population:	12.1
Median school years completed, black male population:	12.1
Median school years completed, male persons of Spanish heritage:	12.3
Median school years completed, white female population:	12.3
Median school years completed, black female population:	12.0
Median school years completed, female persons of Spanish heritage:	12.2

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71 (FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14 ABE Enrollment: 3,256 ABE Completions: 1,157

15 Number of males enrolled: 1,705	16 Number of females enrolled: 1,551
Percentage of males enrolled: 52%	Percentage of females enrolled: 48%

17 Percentage of ABE Students by Race

White:	78.0%	Oriental:	1.5
Black:	11.6%	Other:	3.7%
American Indian:	5.2%		

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: .1% Mexican Americans: 1.7% Puerto Ricans: .1%

TOTAL: 1.9%

19 Average hours ABE membership: 128	20 Expenditure per ABE student: $120

21 Average Hours Membership to Complete Grade Level

Grades 1-3: 201 Grades 4-6: 151 Grades 7-8: 106

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22 Correctional institution population, 16 years and older: 2,032 4/	23 Students enrolled in correctional institution ABE program: 147
	Percentage of total state ABE enrollment: 4.5%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24 Median family income: $9,928	25 Range--Median family income by congressional districts: $7,089 - $13,248

Percentage of Employed Persons by Occupation

26 White collar workers: 48.6%	27 Blue collar workers: 30.9%
Service workers: 13.4%	Farm workers: 7.1%

28 1970 state population 14 and 15 years of age employed full time in the labor force: 24,646 Males: 62% Females: 38%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure does not include inmates over 16 years of age in six youth conservation programs.

MISSISSIPPI

TARGET POPULATION ABE: 744,623 [1/]

1 1970 Population: 2,216,850	2 1960 Population: 2,178,141
Rank by Population: 29	Rank by Population: 29

1970 CENSUS: SELECTED POPULATION INFORMATION

3 Male population: 1,074,170	4 Female population: 1,142,680
Percentage of total population: 48%	Percentage of total population: 52%

5 Race and Persons of Spanish Language:

White:	1,394,817	Chinese:	1,253
Black:	815,630	Filipino:	292
Indian:	3,731	Korean:	180
Japanese:	416	All other races:	531

Persons of Spanish Language: 8,182

1970 CENSUS: SELECTED EDUCATION INFORMATION

6 Population 16 years and over: 1,466,697	7 Population 16 years and older with less than a high school diploma: 853,105 [2/]
8 Population 16-24 years: 351,304	9 Population 16-24 years not enrolled in school with less than the completion of high school: 88,425

10 Population 20 years and older with less than the completion of high school: 713,326 [3/]

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 1,111,789

Males: 516,297 Females: 595,492

Males with less than the completion of high school: 308,100	Females with less than the completion of high school: 348,098

Total males and females with less than the completion of high school: 656,198

Percentage males and females with less than the completion of high school: 59%

Males with no school years completed: 17,366	Females with no school years completed: 12,785

12 Percentage who have completed 5 years or less of school: 16.5%

Percentage who have completed high school: 41.0%

13

Median school years completed, state population:	10.6
Median school years completed, white male population:	12.1
Median school years completed, black male population:	6.5
Median school years completed, male persons of Spanish heritage:	12.7
Median school years completed, white female population:	12.1
Median school years completed, black female population:	8.1
Median school years completed, female persons of Spanish heritage:	12.4

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71

(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14 ABE Enrollment: 13,902 ABE Completions: 451

15 Number of males enrolled: 4,099	16 Number of females enrolled: 9,803
Percentage of males enrolled: 29%	Percentage of females enrolled: 71%

17 Percentage of ABE Students by Race

White:	33.5%	Oriental:	0%
Black:	66.1%	Other:	.1%
American Indian:	.3%		

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: 0% Mexican Americans: 0% Puerto Ricans: 0%

TOTAL: 0%

19 Average hours ABE membership: 130	20 Expenditure per ABE student: $75

21 Average Hours Membership to Complete Grade Level

Grades 1-3: 190 Grades 4-6: 147 Grades 7-8: 121

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22 Correctional institution population, 16 years and older: 1,952 [4/]	23 Students enrolled in correctional institution ABE program: 0 Percentage of total state ABE enrollment: 0%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24 Median family income: $6,068	25 Range--Median family income by congressional districts: $5,320 - $6,802

Percentage of Employed Persons by Occupation

26 White collar workers: 38.6% Service workers: 13.9%	27 Blue collar workers: 41.1% Farm workers: 6.4%

28 1970 state population 14 and 15 years of age employed full time in the labor force: 5,751 Males: 72% Females: 28%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure does not include populations at the Columbia and Oakley Training Schools.

MISSOURI

TARGET POPULATION ABE 1,446,397 1/

1		2	
1970 Population:	4,676,495	1960 Population:	4,319,813
Rank by Population:	13	Rank by Population:	13

1970 CENSUS: SELECTED POPULATION INFORMATION

3		4	
Male population:	2,255,271	Female population:	2,421,224
Percentage of total population:	48%	Percentage of total population:	52%

5

Race and Persons of Spanish Language:

White:	4,182,762	Chinese:	2,491
Black:	479,363	Filipino:	1,507
Indian:	4,895	Korean:	835
Japanese:	2,183	All other races:	2,459

Persons of Spanish Language: 40,640

1970 CENSUS: SELECTED EDUCATION INFORMATION

6		7	
Population 16 years and over:	3,295,492	Population 16 years and older with less than a high school diploma:	1,641,045 2/
8		9	
Population 16-24 years:	689,836	Population 16-24 years not enrolled in school with less than the completion of high school:	114,012

10 Population 20 years and older with less than the completion of high school: 1,402,058 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11

Population 25 years and older: 2,602,279

Males:	1,212,083	Females:	1,390,196
Males with less than the completion of high school:	623,715	Females with less than the completion of high school:	708,670
Total males and females with less than the completion of high school:	1,332,385		
Percentage males and females with less than the completion of high school:	51%		
Males with no school years completed:	12,616	Females with no school years completed:	11,670

12

Percentage who have completed 5 years or less of school:	6.2%
Percentage who have completed high school:	48.8%

13

Median school years completed, state population:	11.7
Median school years completed, white male population:	12.0
Median school years completed, black male population:	9.7
Median school years completed, male persons of Spanish heritage:	12.3
Median school years completed, white female population:	12.0
Median school years completed, black female population:	10.3
Median school years completed, female persons of Spanish heritage:	12.1

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71

(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14

ABE Enrollment:	11,549	ABE Completions:	2,285

15		16	
Number of males enrolled:	5,058	Number of females enrolled:	6,491
Percentage of males enrolled:	44%	Percentage of females enrolled:	56%

17

Percentage of ABE Students by Race

White:	61.2%	Oriental:	2.0%
Black:	35.9%	Other:	.7%
American Indian:	.2%		

18

Percentage of ABE Students by Selected Ethnic Groups

Cubans: .6% Mexican Americans: .7% Puerto Ricans: .1%

TOTAL: 1.4%

19		20	
Average hours ABE membership:	161	Expenditure per ABE student:	$90

21

Average Hours Membership to Complete Grade Level

Grades 1-3: 201 Grades 4-6: 145 Grades 7-8: 137

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22		23	
Correctional institution population, 16 years and older:	5,378 4/	Students enrolled in correctional institution ABE program:	498
		Percentage of total state ABE enrollment:	4.3%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24		25	
Median family income:	$8,908	Range--Median family income by congressional districts:	$6,832 - $12,597

Percentage of Employed Persons by Occupation

26		27	
White collar workers:	46.9%	Blue collar workers:	35.7%
Service workers:	12.8%	Farm workers:	4.6%

28

1970 state population 14 and 15 years of age employed full time in the labor force:

16,925 Males: 65% Females: 35%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ In addition to seven state correctional institutions, the figure includes the county and city of St. Louis and Kansas City.

MONTANA

TARGET POPULATION ABE: 161,254 [1/]

1	2
1970 Population: 694,409	1960 Population: 674,762
Rank by Population: 44	Rank by Population: 42

1970 CENSUS: SELECTED POPULATION INFORMATION

3	4
Male population: 346,924	Female population: 347,485
Percentage of total population: 50%	Percentage of total population: 50%

5 Race and Persons of Spanish Language:

White:	664,944	Chinese:	233
Black:	1,873	Filipino:	238
Indian:	26,094	Korean:	132
Japanese:	622	All other races:	273

Persons of Spanish Language: 7,771

1970 CENSUS: SELECTED EDUCATION INFORMATION

6	7
Population 16 years and over: 471,050	Population 16 years and older with less than a high school diploma: 196,804 [2/]
8 Population 16-24 years: 106,264	9 Population 16-24 years not enrolled in school with less than the completion of high school: 12,495

10 Population 20 years and older with less than the completion of high school: 156,457 [3/]

1970 CENSUS: SELECTED EDUCATION INFORMATION
PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 364,508

Males: 180,092 Females: 184,416

Males with less than the completion of high school:	Females with less than the completion of high school:
79,952	68,807

Total males and females with less than the completion of high school: 148,759

Percentage males and females with less than the completion of high school: 41%

Males with no school years completed:	Females with no school years completed:
1,554	1,249

12 Percentage who have completed 5 years or less of school: 3.8%

Percentage who have completed high school: 59.2%

13

Median school years completed, state population:	12.2
Median school years completed, white male population:	12.2
Median school years completed, black male population:	12.3
Median school years completed, male persons of Spanish heritage:	11.4
Median school years completed, white female population:	12.4
Median school years completed, black female population:	12.2
Median school years completed, female persons of Spanish heritage:	12.0

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71
(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14 ABE Enrollment: 1,094 ABE Completions: 513

15	16
Number of males enrolled: 489	Number of females enrolled: 605
Percentage of males enrolled: 45%	Percentage of females enrolled: 55%

17 Percentage of ABE Students by Race

White: Oriental:

Black: Other:

American Indian:

It is against state law to classify students this way - 100% unclassified.

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: Mexican Americans: Puerto Ricans:

TOTAL:

State law forbids reporting on an ethnic basis.

19	20
Average hours ABE membership: 149	Expenditure per ABE student: $119

21 Average Hours Membership to Complete Grade Level

Grades 1-3:	Grades 4-6:	Grades 7-8:
Not Available.	Not Available.	Not Available.

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22	23
Correctional institution population, 16 years and older: 310 [4/]	Students enrolled in correctional institution ABE program: 150 Percentage of total state ABE enrollment: 13.7%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24	25
Median family income: $8,510	Range--Median family income by congressional districts: $8,436 - $8,576

Percentage of Employed Persons by Occupation

26	27
White collar workers: 45.3%	Blue collar workers: 28.4%
Service workers: 14.7%	Farm workers: 11.6%

28 1970 state population 14 and 15 years of age employed full time in the labor force: 3,734 Males: 64% Females: 36%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure does not include the Pine Hills School or the Mountain View School.

NEBRASKA

TARGET POPULATION ABE 349,615 1/

1	1970 Population: 1,482,412	2	1960 Population: 1,411,330
	Rank by Population: 35		Rank by Population: 34

1970 CENSUS: SELECTED POPULATION INFORMATION

3	Male population: 723,926	4	Female population: 758,486
	Percentage of total population: 49%		Percentage of total population: 51%

5 Race and Persons of Spanish Language:

White:	1,432,063	Chinese:	557
Black:	40,183	Filipino:	418
Indian:	6,690	Korean:	339
Japanese:	1,386	All other races:	776

Persons of Spanish language: 21,067

1970 CENSUS: SELECTED EDUCATION INFORMATION

6	Population 16 years and over: 1,033,538	7	Population 16 years and older with less than a high school diploma: 419,212 2/
8	Population 16-24 years: 226,812	9	Population 16-24 years not enrolled in school with less than the completion of high school: 21,842

10 Population 20 years and older with less than the completion of high school: 341,782 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 804,623

Males: 382,193 Females: 421,430

Males with less than the completion of high school:	Females with less than the completion of high school:
167,705	160,068

Total males and females with less than the completion of high school: 327,773

Percentage males and females with less than the completion of high school: 41%

Males with no school years completed:	Females with no school years completed:
2,995	2,777

12 Percentage who have completed 5 years or less of school: 3.4%

Percentage who have completed high school: 59.3%

13

Median school years completed, state population:	12.2
Median school years completed, white male population:	12.2
Median school years completed, black male population:	10.8
Median school years completed, male persons of Spanish heritage:	10.8
Median school years completed, white female population:	12.3
Median school years completed, black female population:	11.4
Median school years completed, female persons of Spanish heritage:	11.3

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71

(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14 ABE Enrollment: 3,838 ABE Completions: 766

15 Number of males enrolled: 1,534	16 Number of females enrolled: 2,304
Percentage of males enrolled: 40%	Percentage of females enrolled: 60%

17 Percentage of ABE Students by Race

White:	49.0%	Oriental:	2.3%
Black:	24.8%	Other:	16.6%
American Indian:	7.3%		

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: 1.1% Mexican Americans: 12.8% Puerto Ricans: .5%

TOTAL: 14.3%

19 Average hours ABE membership: 113	20 Expenditure per ABE student: $71

21 Average Hours Membership to Complete Grade Level

Grades 1-3: 382 Grades 4-6: 333 Grades 7-8: 256

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22 Correctional institution population, 16 years and older: 1,261 4/	23 Students enrolled in correctional institution ABE program: 123
	Percentage of total state ABE enrollment: 3.2%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24 Median family income: $8,562	25 Range--Median family income by congressional districts: $7,549 - $10,163

Percentage of Employed Persons by Occupation

26 White collar workers:	44.4%	27 Blue collar workers:	28.4%
Service workers:	14.2%	Farm workers:	13.0%

28 1970 state population 14 and 15 years of age employed full time in the labor force: 9,988 Males: 63% Females: 37%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure includes 279 inmates at the Douglas County Courthouse, Omaha.

NEVADA

TARGET POPULATION ABE: 103,359 [1/]

1 1970 Population: 488,738	2 1960 Population: 285,278
Rank by Population: 48	Rank by Population: 50

1970 CENSUS: SELECTED POPULATION INFORMATION

3 Male population: 247,635	4 Female population: 241,103
Percentage of total population: 51%	Percentage of total population: 49%

5 Race and Persons of Spanish Language:

White:	44,850	Chinese:	915
Black:	27,579	Filipino:	1,070
Indian:	7,329	Korean:	230
Japanese:	1,026	All other races:	739

Persons of Spanish Language: 27,142

1970 CENSUS: SELECTED EDUCATION INFORMATION

6 Population 16 years and over: 335,551	7 Population 16 years and older with less than a high school diploma: 122,202 [2/]
8 Population 16-24 years: 69,930	9 Population 16-24 years not enrolled in school with less than the completion of high school: 11,139

10 Population 20 years and older with less than the completion of high school: 99,418 [3/]

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 265,089

Males: 135,016 Females: 130,073

Males with less than the completion of high school: 47,917	Females with less than the completion of high school: 44,303

Total males and females with less than the completion of high school: 92,220

Percentage males and females with less than the completion of high school: 35%

Males with no school years completed: 825	Females with no school years completed: 746

12 Percentage who have completed 5 years or less of school: 2.8%

Percentage who have completed high school: 65.2%

13

Median school years completed, state population:	12.4
Median school years completed, white male population:	12.4
Median school years completed, black male population:	10.7
Median school years completed, male persons of Spanish heritage:	12.1
Median school years completed, white female population:	12.4
Median school years completed, black female population:	10.7
Median school years completed, female persons of Spanish heritage:	12.0

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71

(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14 ABE Enrollment: 1,394	ABE Completions: 256
15 Number of males enrolled: 654	16 Number of females enrolled: 740
Percentage of males enrolled: 47%	Percentage of females enrolled: 53%

17 Percentage of ABE Students by Race

White:	38.9%	Oriental:	6.0%
Black:	13.6%	Other:	38.5%
American Indian:	3.0%		

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: 3.3% Mexican Americans: 31.0% Puerto Ricans: 4.2%

TOTAL: 38.5%

19 Average hours ABE membership: 33	20 Expenditure per ABE student: $106

21 Average Hours Membership to Complete Grade Level

Grades 1-3: 83 Grades 4-6: 105 Grades 7-8: 89

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22 Correctional institution population, 16 years and older: 664 [4/]	23 Students enrolled in correctional institution ABE program: 68
	Percentage of total state ABE enrollment: 4.9%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24 Median family income: $10,687	25 Range--Median family income by congressional districts: Not divided into Congressional districts

Percentage of Employed Persons by Occupation

26 White collar workers: 47.1%	27 Blue collar workers: 26.3%
Service workers: 24.7%	Farm workers: 1.9%

28 1970 state population 14 and 15 years of age employed full time in the labor force: 2,490 Males: 69% Females: 31%

Footnotes:

[1/] Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

[2/] This figure includes those students 16 years of age and older still enrolled in a secondary program.

[3/] This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

[4/] This figure represents the inmates at the state's three prisons.

NEW HAMPSHIRE

TARGET POPULATION ABE: 187,051 1/

1		2	
1970 Population:	737,681	1960 Population:	606,921
Rank by Population:	42	Rank by Population:	46

1970 CENSUS: SELECTED POPULATION INFORMATION

3		4	
Male population:	360,653	Female population:	377,028
Percentage of total population:	49%	Percentage of total population:	51%

5 Race and Persons of Spanish Language:

White:	733,818	Chinese:	313
Black:	2,573	Filipino:	186
Indian:	277	Korean:	117
Japanese:	214	All other races:	183

Persons of Spanish Language: 2,681

1970 CENSUS: SELECTED EDUCATION INFORMATION

6		7	
Population 16 years and over:	509,150	Population 16 years and older with less than a high school diploma:	216,299 2/
8 Population 16-24 years:	111,462	9 Population 16-24 years not enrolled in school with less than the completion of high school:	18,342

10 Population 20 years and older with less than the completion of high school: 180,350 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 397,681

Males: 188,142 Females: 209,539

Males with less than the completion of high school:	Females with less than the completion of high school:
82,964	85,745

Total males and females with less than the completion of high school: 168,709

Percentage males and females with less than the completion of high school: 42%

Males with no school years completed:	Females with no school years completed:
1,763	2,007

12 Percentage who have completed 5 years or less of school: 3.4%

Percentage who have completed high school: 57.6%

13 Median school years completed, state population: 12.2

Median school years completed, white male population: 12.2

Median school years completed, black male population: 12.5

Median school years completed, male persons of Spanish heritage: 12.7

Median school years completed, white female population: 12.2

Median school years completed, black female population: 12.5

Median school years completed, female persons of Spanish heritage: 12.4

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71 (FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14 ABE Enrollment: 1,676 ABE Completions: 267

15		16	
Number of males enrolled:	796	Number of females enrolled:	883
Percentage of males enrolled:	47%	Percentage of females enrolled:	53%

17 Percentage of ABE Students by Race

White:	96.0%	Oriental:	1.9%
Black:	.5%	Other:	1.4%
American Indian:	.1%		

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: 1.2% Mexican Americans: .8% Puerto Ricans: 1.0%

TOTAL: 3.0%

19		20	
Average hours ABE membership:	69	Expenditure per ABE student:	$98

21 Average Hours Membership to Complete Grade Level

Grades 1-3: 250 Grades 4-6: 200 Grades 7-8: 125

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22		23	
Correctional institution population, 16 years and older:	275 4/	Students enrolled in correctional institution ABE program:	84
		Percentage of total state ABE enrollment:	5%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24		25	
Median family income:	$9,682	Range--Median family income by congressional districts:	$9,631 - $9,736

Percentage of Employed Persons by Occupation

26		27	
White collar workers:	44.6%	Blue collar workers:	42.1%
Service workers:	12.1%	Farm workers:	1.2%

28 1970 state population 14 and 15 years of age employed full time in the labor force: 4,182 Males: 64% Females: 36%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure does not include 145 males and 50 females at the New Hampshire State Industrial School.

NEW JERSEY

TARGET POPULATION ABE · 2,073,023 [1/]

1		2	
1970 Population:	7,168,143	1960 Population:	6,066,782
Rank by Population:	8	Rank by Population:	8

1970 CENSUS: SELECTED POPULATION INFORMATION

3		4	
Male population:	3,465,801	Female population:	3,702,342
Percentage of total population:	48%	Percentage of total population:	52%

5

Race and Persons of Spanish Language:

White:	6,362,785	Chinese:	8,946
Black:	768,444	Filipino:	5,621
Indian:	4,185	Korean:	2,568
Japanese:	6,301	All other races:	9,293

Persons of Spanish Language: 135,676

1970 CENSUS: SELECTED EDUCATION INFORMATION

6		7	
Population 16 years and over:	5,040,321	Population 16 years and older with less than a high school diploma:	2,376,075 [2/]
8 Population 16-24 years:	978,758	9 Population 16-24 years not enrolled in school with less than the completion of high school:	147,525

10 Population 20 years and older with less than the completion of high school: 2,026,702 [3/]

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 4,056,606

Males: 1,900,387 Females: 2,156,219

Males with less than the completion of high school:	Females with less than the completion of high school:
894,169	1,031,329

Total males and females with less than the completion of high school: 1,925,498

Percentage males and females with less than the completion of high school: 48%

Males with no school years completed:	Females with no school years completed:
27,327	38,980

12 Percentage who have completed 5 years or less of school: 6.8%

Percentage who have completed high school: 52.5%

13

Median school years completed, state population:	12.1
Median school years completed, white male population:	12.2
Median school years completed, black male population:	10.2
Median school years completed, male persons of Spanish heritage:	8.4
Median school years completed, white female population:	12.1
Median school years completed, black female population:	10.7
Median school years completed, female persons of Spanish heritage:	8.0

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71

(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14 ABE Enrollment: 14,944 ABE Completions: Not Available.

15		16	
Number of males enrolled:	7,594	Number of females enrolled:	7,350
Percentage of males enrolled:	51%	Percentage of females enrolled:	49%

17 Percentage of ABE Students by Race

White:	58.1%	Oriental:	3.5%
Black:	21.6%	Other:	16.3%
American Indian:	.5%		

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: Mexican Americans: Puerto Ricans:

TOTAL:

Not included in report due to lack of data.

19		20	
Average hours ABE membership:	157	Expenditure per ABE student:	$102

21 Average Hours Membership to Complete Grade Level

Grades 1-3:	Grades 4-6:	Grades 7-8:
Not Available.	Not Available.	Not Available.

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22		23	
Correctional institution population, 16 years and older:	8,476 [4/]	Students enrolled in correctional institution ABE program:	955
		Percentage of total state ABE enrollment:	6.4%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24		25	
Median family income:	$11,403	Range--Median family income by congressional districts:	$8,300 - $14,257

Percentage of Employed Persons by Occupation

26		27	
White collar workers:	52.7%	Blue collar workers:	36.1%
Service workers:	10.7%	Farm workers:	.5%

28 1970 state population 14 and 15 years of age employed full time in the labor force:

21,993 Males: 67% Females: 33%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 26 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure includes inmates of 22 county institutions.

NEW MEXICO

TARGET POPULATION ABE: 246,992 1/

1		2	
1970 Population:	1,015,998	1900 Population:	951,023
Rank by Population:	37	Rank by Population:	37

1970 CENSUS: SELECTED POPULATION INFORMATION

3		4	
Male population:	500,830	Female population:	515,168
Percentage of total population:	49%	Percentage of total population:	51%

5 Race and Persons of Spanish Language:

White:	923,252	Chinese:	420
Black:	19,439	Filipino:	219
Indian:	70,986	Korean:	149
Japanese:	828	All other races:	705

Persons of Spanish language: 407,286

1970 CENSUS: SELECTED EDUCATION INFORMATION

6		7	
Population 16 years and over:	653,939	Population 16 years and older with less than a high school diploma:	298,949 2/
8 Population 16-24 years:	162,794	9 Population 16-24 years not enrolled in school with less than the completion of high school:	27,784

10 Population 20 years and older with less than the completion of high school: 237,793 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 489,623

Males: 236,116 Females: 253,507

Males with less than the completion of high school: 104,796	Females with less than the completion of high school: 114,412

Total males and females with less than the completion of high school: 219,208

Percentage males and females with less than the completion of high school: 45%

Males with no school years completed: 7,498	Females with no school years completed: 8,765

12 Percentage who have completed 5 years or less of school: 11.2

Percentage who have completed high school: 55.2

13

Median school years completed, state population:	12.1
Median school years completed, white male population:	12.3
Median school years completed, black male population:	11.2
Median school years completed, male persons of Spanish heritage:	9.8
Median school years completed, white female population:	12.2
Median school years completed, black female population:	10.6
Median school years completed, female persons of Spanish heritage:	9.6

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71

(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14 ABE Enrollment: 5,474 ABE Completions: 2,429

15		16	
Number of males enrolled:	2,106	Number of females enrolled:	3,368
Percentage of males enrolled:	38%	Percentage of females enrolled:	62%

17 Percentage of ABE Students by Race

White:	82.0%	Oriental:	1.2%
Black:	7.2%	Other:	.2%
American Indian:	9.5%		

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: 1.2% Mexican Americans: 67.0% Puerto Ricans: .7%

TOTAL: 68.9%

19		20	
Average hours ABE membership:	140	Expenditure per ABE student:	$69

21 Average Hours Membership to Complete Grade Level

Grades 1-3: 140 Grades 4-6: 140 Grades 7-8: 140

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22		23	
Correctional institution population, 16 years and older:	878 4/	Students enrolled in correctional institution ABE program:	475
		Percentage of total state ABE enrollment:	8.7%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24		25	
Median family income:	$7,845	Range--Median family income by congressional districts:	$7,551 - $8,187

Percentage of Employed Persons by Occupation

26		27	
White collar workers:	51.5%	Blue collar workers:	30.0%
Service workers:	14.7%	Farm workers:	3.8%

28 1970 state population 14 and 15 years of age employed full time in the labor force:

3,768 Males: 65% Females: 35%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ Figures from the Penitentiary of New Mexico, the Honor Farm, and the Women's Division.

NEW YORK

TARGET POPULATION ABE 5,344,393 [1]

1	1970 Population: 18,236,882	2	1960 Population: 16,782,304
	Rank by Population: 2		Rank by Population: 1

1970 CENSUS: SELECTED POPULATION INFORMATION

3	Male population: 8,713,026	4	Female population: 9,523,856
	Percentage of total population: 48%		Percentage of total population: 52%

5 Race and Persons of Spanish Language:

White:	15,887,492	Chinese:	83,181
Black:	2,163,263	Filipino:	13,557
Indian:	25,266	Korean:	6,109
Japanese:	19,805	All other races:	38,189

Persons of Spanish Language: 872,471

1970 CENSUS: SELECTED EDUCATION INFORMATION

6	Population 16 years and over: 12,992,198	9	Population 16 years and older with less than a high school diploma: 6,081,398 [2]
8	Population 16-24 years: 2,501,917	11	Population 16-24 years not enrolled in school with less than the completion of high school: 411,934
7	Population 25 years and older with less than the completion of high school: 5,213,358 [3]		

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

12 Population 25 years and older: 10,418,555

Males: 4,817,661 Females: 5,600,894

Males with less than the completion of high school:	Females with less than the completion of high school:
2,270,564	2,661,895

Total males and females with less than the completion of high school: 4,932,459

Percentage males and females with less than the completion of high school: 47%

Males with no school years completed:	Females with no school years completed:
93,470	134,729

14		
	Percentage who have completed 5 years or less of school:	7.2%
	Percentage who have completed high school:	52.7%
13	Median school years completed, state population:	12.1
	Median school years completed, white male population:	12.2
	Median school years completed, black male population:	10.8
	Median school years completed, male persons of Spanish heritage:	8.8
	Median school years completed, white female population:	12.1
	Median school years completed, black female population:	10.9
	Median school years completed, female persons of Spanish heritage:	8.3

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71

(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

24	ABE Enrollment: 12,691		ABE Completions: 269
15	Number of males enrolled: 4,695 Percentage of males enrolled: 37%	16	Number of females enrolled: 7,996 Percentage of females enrolled: 63%

17 Percentage of ABE Students by Race

White:	53.1%	Oriental:	3.0%
Black:	40.4%	Other:	3.1%.
American Indian:	.4%		

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: 6.0% Mexican Americans: 1.2% Puerto Ricans: 28.0%

TOTAL: 35.2%

19	Average hours ABE membership: 193	20	Expenditure per ABE student: $388

21 Average Hours Membership to Complete Grade Level

Grades 1-3: Not Available. Grades 4-6: Not Available. Grades 7-8: Not Available.

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22	Correctional institution population, 16 years and older: 27,547 [4]	23	Students enrolled in correctional institution ABE program: 1,270 Percentage of total state ABE enrollment: 10%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24	Median family income: $10,609	25	Range--Median family income by congressional districts: $5,613 - $14,853

Percentage of Employed Persons by Occupation

26	White collar workers: 55.2%	27	Blue collar workers: 30.8%
	Service workers: 13.0%		Farm workers: 1.0%

28 1970 state population 14 and 15 years of age employed full time in the labor force:

48,116 Males: 68% Females: 32%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure includes 10,188 inmates of the New York City Department of Corrections. The figure does not include the inmate population of the Division of Youth which has responsibility for all public youth programming in the state training schools.

NORTH CAROLINA

TARGET POPULATION ABE: 1,841,581 1/

1	2
1970 Population: 5,082,036	1960 Population: 4,556,155
Rank by Population: 12	Rank by Population: 12

1970 CENSUS: SELECTED POPULATION INFORMATION

3	4
Male population: 2,487,615	Female population: 2,594,421
Percentage of total population: 49%	Percentage of total population: 51%

5 Race and Persons of Spanish Language:

White:	3,906,701	Chinese:	1,077
Black:	1,125,545	Filipino:	685
Indian:	43,614	Korean:	773
Japanese:	2,020	All other races:	1,621

Persons of Spanish Language: 22,611

1970 CENSUS: SELECTED EDUCATION INFORMATION

6	7
Population 16 years and over: 3,523,870	Population 16 years and older with less than a high school diploma: 2,072,555 2/
8 Population 16-24 years: 873,244	9 Population 16-24 years not enrolled in school with less than the completion of high school: 213,259

10 Population 20 years and older with less than the completion of high school: 1,763,862 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 2,646,272

Males: 1,241,497 Females: 1,404,775

Males with less than the completion of high school:	Females with less than the completion of high school:
778,911	849,411

Total males and females with less than the completion of high school: 1,628,322

Percentage males and females with less than the completion of high school: 62%

Males with no school years completed:	Females with no school years completed:
28,460	23,339

12
Percentage who have completed 5 years or less of school: 14.0%
Percentage who have completed high school: 38.5%

13
Median school years completed, state population: 10.5
Median school years completed, white male population: 10.8
Median school years completed, black male population: 7.9
Median school years completed, male persons of Spanish heritage: 12.8
Median school years completed, white female population: 11.2
Median school years completed, black female population: 9.0
Median school years completed, female persons of Spanish heritage: 12.5

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71

(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14 ABE Enrollment: 24,807 ABE Completions: 2,668

15	16
Number of males enrolled: 12,911	Number of females enrolled: 11,896
Percentage of males enrolled: 52%	Percentage of females enrolled: 48%

17 Percentage of ABE Students by Race

White:	39.9%	Oriental:	.5%
Black:	56.5%	Other:	.1%
American Indian:	3.0%		

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: .1% Mexican Americans: .1% Puerto Ricans: 0%

TOTAL: .1%

Mathematical round-off of computations causes discrepancy in addition of percentages.

19	20
Average hours ABE membership: 100	Expenditure per ABE student: $82

21 Average Hours Membership to Complete Grade Level

Grades 1-3: 150 Grades 4-6: 120 Grades 7-8: 90

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22	23
Correctional institution population, 16 years and older: 4,385 4/	Students enrolled in correctional institution ABE program: 4,647
	Percentage of total state ABE enrollment: 18.7%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24	25
Median family income: $7,770	Range--Median family income by congressional districts: $6,193 - $9,594

Percentage of Employed Persons by Occupation

26	27
White collar workers: 38.6%	Blue collar workers: 45.8%
Service workers: 11.0%	Farm workers: 4.6%

28 1970 state population 14 and 15 years of age employed full time in the labor force: 14,403 Males: 70% Females: 30%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ Many subsidiary units in the 19 regions of the North Carolina Department of Social Rehabilitation and Control do not list inmate populations.

NORTH DAKOTA

TARGET POPULATION ABE: 167,179 1/

1	2
1970 Population: 617,761	1960 Population: 632,446
Rank by Population: 46	Rank by Population: 45

1970 CENSUS: SELECTED POPULATION INFORMATION

3	4
Male population: 311,508	Female population: 306,253
Percentage of total population: 50%	Percentage of total population: 50%

5

Race and Persons of Spanish Language:

White:	600,563	Chinese:	80
Black:	2,511	Filipino:	250
Indian:	13,697	Korean:	85
Japanese:	330	All other races:	245

Persons of Spanish Language: 2,007

1970 CENSUS: SELECTED EDUCATION INFORMATION

6	7
Population 16 years and over: 418,076	Population 16 years and older with less than a high school diploma: 198,207 2/
8 Population 16-24 years: 96,710	9 Population 16-24 years not enrolled in school with less than the completion of high school: 9,028

10 Population 20 years and older with less than the completion of high school: 164,114 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11

Population 25 years and older: 318,339

Males: 158,186 Females: 160,153

Males with less than the completion of high school:	Females with less than the completion of high school:
85,756	72,395

Total males and females with less than the completion of high school: 158,151

Percentage males and females with less than the completion of high school: 50%

Males with no school years completed:	Females with no school years completed:
1,585	1,610

12

Percentage who have completed 5 years or less of school: 5.7%

Percentage who have completed high school: 50.3%

13

Median school years completed, state population: 11.5

Median school years completed, white male population: 10.9

Median school years completed, black male population: 12.6

Median school years completed, male persons of Spanish heritage: 12.6

Median school years completed, white female population: 12.2

Median school years completed, black female population: 12.3

Median school years completed, female persons of Spanish heritage: 12.3

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71

(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14

ABE Enrollment: 995 ABE Completions: 242

15	16
Number of males enrolled: 381	Number of females enrolled: 574
Percentage of males enrolled: 40%	Percentage of females enrolled: 60%

17

Percentage of ABE Students by Race

White:	85.2%	Oriental:	4.1%
Black:	.7%	Other:	.9%
American Indian:	9.0%		

18

Percentage of ABE Students by Selected Ethnic Groups

Cubans: 0% Mexican Americans: .9% Puerto Ricans: 0%

TOTAL: .9%

19	20
Average hours ABE membership: 161	Expenditure per ABE student: $116

21

Average Hours Membership to Complete Grade Level

Grades 1-3: 195 Grades 4-6: 170 Grades 7-8: 145

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22	23
Correctional institution population, 16 years and older: 141 4/	Students enrolled in correctional institution ABE program: 27
	Percentage of total state ABE enrollment: 2.8%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24	25
Median family income: $7,836	Range--Median family income by congressional districts: Not divided into Congressional districts

Percentage of Employed Persons by Occupation

26	27
White collar workers: 42.5%	Blue collar workers: 21.0%
Service workers: 15.7%	Farm workers: 20.8%

28

1970 state population 14 and 15 years of age employed full time in the labor force:

3,676 Males: 64% Females: 36%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure does not include the North Dakota Industrial School.

OHIO

TARGET POPULATION ABE 2,909,938 1/

1		2	
1970 Population:	10,650,903	1960 Population:	9,706,397
Rank by Population:	6	Rank by Population:	5

1970 CENSUS: SELECTED POPULATION INFORMATION

3		4	
Male population:	5,162,019	Female population:	5,488,884
Percentage of total population:	48%	Percentage of total population:	52%

5 Race and Persons of Spanish Language:

White:	9,651,534	Chinese:	5,485
Black:	969,903	Filipino:	3,614
Indian:	6,110	Korean:	2,379
Japanese:	6,072	All other races:	5,806

Persons of Spanish Language: 95,128

1970 CENSUS: SELECTED EDUCATION INFORMATION

6		7	
Population 16 years and over:	7,325,568	Population 16 years and older with less than a high school diploma:	Not Available. 2/
8 Population 16-24 years:	1,617,713	9 Population 16-24 years not enrolled in school with less than the completion of high school:	244,101

10 Population 20 years and older with less than the completion of high school: Not Available. 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 5,700,317

Males:	2,688,636	Females:	3,011,681
Males with less than the completion of high school:	1,280,905	Females with less than the completion of high school:	1,384,932

Total males and females with less than the completion of high school: 2,665,837

Percentage males and females with less than the completion of high school: 47%

Males with no school years completed:	27,050	Females with no school years completed:	30,097

12 Percentage who have completed 5 years or less of school: 5.1%

Percentage who have completed high school: 53.2%

13

Median school years completed, state population:	12.1
Median school years completed, white male population:	12.1
Median school years completed, black male population:	10.3
Median school years completed, male persons of Spanish heritage:	11.3
Median school years completed, white female population:	12.1
Median school years completed, black female population:	10.8
Median school years completed, female persons of Spanish heritage:	11.2

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71 (FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14		
ABE Enrollment:	20,939	ABE Completions: 3,881

15		16	
Number of males enrolled:	8,905	Number of females enrolled:	12,034
Percentage of males enrolled:	43%	Percentage of females enrolled:	57%

17 Percentage of ABE Students by Race

White:	46.1%	Oriental:	.5%
Black:	52.3%	Other:	1.0%
American Indian:	0%		

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: .2% Mexican Americans: 1.7% Puerto Ricans: .9%

TOTAL: 2.9%

Mathematical round-off of computations causes discrepancy in addition of percentages.

19		20	
Average hours ABE membership:	125	Expenditure per ABE student:	$84

21 Average Hours Membership to Complete Grade Level

Grades 1-3: 155 Grades 4-6: 145 Grades 7-8: 142

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22		23	
Correctional institution population, 16 years and older:	13,581 4/	Students enrolled in correctional institution ABE program:	104
		Percentage of total state ABE enrollment:	.5%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24		25	
Median family income:	$10,309	Range--Median family income by congressional districts:	$7,894 - $13,427

Percentage of Employed Persons by Occupation

26		27	
White collar workers:	45.4%	Blue collar workers:	40.9%
Service workers:	12.0%	Farm workers:	1.7%

28 1970 state population 14 and 15 years of age employed full time in the labor force: 39,983 Males: 73% Females: 27%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure includes 2,011 inmates of city and county institutions. The total does not include figures from the Division of Forensic Psychiatry or the Ohio Youth Commission.

OKLAHOMA

TARGET POPULATION ABE: 752,702 1/

1		2	
1970 Population:	2,559,175	1960 Population:	2,328,284
Rank by Population:	27	Rank by Population:	27

1970 CENSUS: SELECTED POPULATION INFORMATION

3		4	
Male population:	1,246,193	Female population:	1,312,982
Percentage of total population:	49%	Percentage of total population:	51%

5

Race and Persons of Spanish Language:

White:	2,285,968	Chinese:	914
Black:	171,020	Filipino:	448
Indian:	97,179	Korean:	599
Japanese:	1,308	All other races:	1,739

Persons of Spanish Language: 36,007

1970 CENSUS: SELECTED EDUCATION INFORMATION

6		7	
Population 16 years and over:	1,818,792	Population 16 years and older with less than a high school diploma:	865,983 2/
8		9	
Population 16-24 years:	395,022	Population 16-24 years not enrolled in school with less than the completion of high school:	63,965

10

Population 20 years and older with less than the completion of high school: 729,981 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11

Population 25 years and older: 1,422,569

Males:	667,339	Females:	755,230
Males with less than the completion of high school:	323,639	Females with less than the completion of high school:	365,098

Total males and females with less than the completion of high school: 688,737

Percentage males and females with less than the completion of high school: 48%

Males with no school years completed:	9,474	Females with no school years completed:	7,848

12

Percentage who have completed 5 years or less of school:	7.8%
Percentage who have completed high school:	51.6%

13

Median school years completed, state population:	12.1
Median school years completed, white male population:	12.1
Median school years completed, black male population:	10.0
Median school years completed, male persons of Spanish heritage:	12.1
Median school years completed, white female population:	12.1
Median school years completed, black female population:	10.4
Median school years completed, female persons of Spanish heritage:	11.7

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71

(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14

ABE Enrollment:	9,521	ABE Completions:	3,757

15		16	
Number of males enrolled:	3,634	Number of females enrolled:	5,887
Percentage of males enrolled:	38%	Percentage of females enrolled:	62%

17

Percentage of ABE Students by Race

White:	63.7%	Oriental:	1.4%
Black:	19.5%	Other:	4.0%
American Indian:	11.4%		

18

Percentage of ABE Students by Selected Ethnic Groups

Cubans: .1% Mexican Americans: 3.2% Puerto Ricans: .1%

TOTAL: 3.3

Mathematical round-off of computations causes discrepancy in addition of percentages.

19		20	
Average hours ABE membership:	100	Expenditure per ABE student:	$67

21

Average Hours Membership to Complete Grade Level

Grades 1-3:	100	Grades 4-6:	100	Grades 7-8:	100

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22		23	
Correctional institution population, 16 years and older:	4,075 4/	Students enrolled in correctional institution ABE program:	1,441
		Percentage of total state ABE enrollment:	15.1%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24		25	
Median family income:	$7,720	Range--Median family income by congressional districts:	$5,846 - $9,527

Percentage of Employed Persons by Occupation

26		27	
White collar workers:	47.9%	Blue collar workers:	33.2%
Service workers:	14.2%	Farm workers:	4.7%

28

1970 state population 14 and 15 years of age employed full time in the labor force:

10,375 Males: 69% Females: 31%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure does not include figures from the Bureau of State Homes and Schools.

OREGON

TARGET POPULATION ABE 499,503 1/

1 1970 Population:	2,091,385	2 1960 Population:	1,768,687
Rank by Population:	31	Rank by Population:	32

1970 CENSUS: SELECTED POPULATION INFORMATION

3 Male population:	1,023,849	4 Female population:	1,067,536
Percentage of total population:	49%	Percentage of total population:	51%

5 Race and Persons of Spanish Language:

White:	2,035,159	Chinese:	5,102
Black:	26,192	Filipino:	1,542
Indian:	13,110	Korean:	865
Japanese:	6,078	All other races:	3,337

Persons of Spanish Language: 34,577

1970 CENSUS: SELECTED EDUCATION INFORMATION

6 Population 16 years and over: 1,479,103	7 Population 16 years and older with less than a high school diploma: 598,797 2/
8 Population 16-24 years: 321,377	9 Population 16-24 years not enrolled in school with less than the completion of high school: 37,546
10 Population 20 years and older with less than the completion of high school: 485,777 3/	

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 1,156,024

Males:	556,830	Females:	599,194
Males with less than the completion of high school:	234,871	Females with less than the completion of high school:	227,086
Total males and females with less than the completion of high school:	461,957		
Percentage males and females with less than the completion of high school:	40%		
Males with no school years completed:	4,501	Females with no school years completed:	3,938

12

Percentage who have completed 5 years or less of school:	3.3%
Percentage who have completed high school:	60.0%

13

Median school years completed, state population:	12.3
Median school years completed, white male population:	12.3
Median school years completed, black male population:	10.8
Median school years completed, male persons of Spanish heritage:	12.1
Median school years completed, white female population:	12.3
Median school years completed, black female population:	11.4
Median school years completed, female persons of Spanish heritage:	12.0

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71 (FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14 ABE Enrollment: 5,172	ABE Completions: 1,328
15 Number of males enrolled: 2,377	16 Number of females enrolled: 2,795
Percentage of males enrolled: 46%	Percentage of females enrolled: 54%

17 Percentage of ABE Students by Race

White:	86.7%	Oriental:	1.8%
Black:	5.5%	Other:	4.6%
American Indian:	1.4%		

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: .7% Mexican Americans: 9.8% Puerto Ricans: .1%

TOTAL: 10.6%

19 Average hours ABE membership: 105	20 Expenditure per ABE student: $82

21 Average Hours Membership to Complete Grade Level

Grades 1-3: 618 Grades 4-6: 635 Grades 7-8: 495

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22 Correctional institution population, 16 years and older: 2,365 4/	23 Students enrolled in correctional institution ABE program: 15
	Percentage of total state ABE enrollment: .3%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24 Median family income: $9,487	25 Range--Median family income by congressional districts: $8,821 - $10,430

Percentage of Employed Persons by Occupation

26 White collar workers:	48.3%	27 Blue collar workers:	34.3%
Service workers:	13.4%	Farm workers:	4.0%

28 1970 state population 14 and 15 years of age employed full time in the labor force: 9,730 Males: 66% Females: 34%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure does not include MacLaren or Hillcrest School populations.

PENNSYLVANIA

TARGET POPULATION ABE: 3,561,337 1/

1		2	
1970 Population:	11,793,864	1960 Population:	11,319,366
Rank by Population:	3	Rank by Population:	3

1970 CENSUS: SELECTED POPULATION INFORMATION

3		4	
Male population:	5,663,558	Female population:	6,130,306
Percentage of total population:	48%	Percentage of total population:	52%

5 Race and Persons of Spanish Language:

White:	10,745,382	Chinese:	6,974
Black:	1,015,576	Filipino:	4,962
Indian:	5,701	Korean:	2,639
Japanese:	5,603	All other races:	7,027

Persons of Spanish Language: 44,535

1970 CENSUS: SELECTED EDUCATION INFORMATION

6		7	
Population 16 years and over:	8,387,998	Population 16 years and older with less than a high school diploma:	4,064,743 2/
8 Population 16-24 years:	1,689,124	9 Population 16-24 years not enrolled in school with less than the completion of high school:	232,053

10 Population 20 years and older with less than the completion of high school: 3,481,924 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION
PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 6,689,938

Males:	3,112,791	Females:	3,577,147
Males with less than the completion of high school:	1,567,860	Females with less than the completion of high school:	1,761,424
Total males and females with less than the completion of high school:	3,329,284		
Percentage males and females with less than the completion of high school:	50%		
Males with no school years completed:	42,210	Females with no school years completed:	52,075

12 Percentage who have completed 5 years or less of school: 6.1%

Percentage who have completed high school: 50.2%

13

Median school years completed, state population:	11.9
Median school years completed, white male population:	12.0
Median school years completed, black male population:	10.1
Median school years completed, male persons of Spanish heritage:	8.2
Median school years completed, white female population:	12.1
Median school years completed, black female population:	10.6
Median school years completed, female persons of Spanish heritage:	7.6

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71
(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14 ABE Enrollment: 17,738 ABE Completions: Not Available.

15		16	
Number of males enrolled:	11,033	Number of females enrolled:	6,705
Percentage of males enrolled:	62%	Percentage of females enrolled:	38%

17 Percentage of ABE Students by Race

White:	51.7%	Oriental:	1.1%
Black:	35.0%	Other:	12.1%
American Indian:	0%		

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: Mexican Americans: Puerto Ricans:

TOTAL:
Not included in report due to lack of data.

19		20	
Average hours ABE membership:	Not Available.	Expenditure per ABE student:	$84

21 Average Hours Membership to Complete Grade Level

Grades 1-3:	Grades 4-6:	Grades 7-8:
Not Available.	Not Available.	Not Available.

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22		23	
Correctional institution population, 16 years and older:	11,403 4/	Students enrolled in correctional institution ABE program:	3,427
		Percentage of total state ABE enrollment:	19.3%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24		25	
Median family income:	$9,554	Range--Median family income by congressional districts:	$8,030 - $13,251

Percentage of Employed Persons by Occupation

26		27	
White collar workers:	45.1%	Blue collar workers:	41.6%
Service workers:	11.9%	Farm workers:	1.4%

28 1970 state population 14 and 15 years of age employed full time in the labor force:

39,780 Males: 72% Females: 28%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ There is not an age minimum in the eight (8) institutions under the authority of the Bureau of Corrections. The figure includes inmates at three (3) Philadelphia prisons and 21 county institutions.

RHODE ISLAND

TARGET POPULATION ABE 308,215 1/

1		2	
1970 Population:	948,844	1960 Population:	859,488
Rank by Population:	39	Rank by Population:	39

1970 CENSUS: SELECTED POPULATION INFORMATION

3		4	
Male population:	465,151	Female population:	483,693
Percentage of total population:	49%	Percentage of total population:	51%

5 Race and Persons of Spanish Language:

White:	917,806	Chinese:	960
Black:	25,259	Filipino:	1,531
Indian:	1,441	Korean:	162
Japanese:	784	All other races:	901

Persons of Spanish Language: 6,961

1970 CENSUS: SELECTED EDUCATION INFORMATION

6		7	
Population 16 years and over:	679,180	Population 16 years and older with less than a high school diploma:	346,328 2/
8 Population 16-24 years:	156,021	9 Population 16-24 years not enrolled in school with less than the completion of high school:	27,126

10 Population 20 years and older with less than the completion of high school: 298,125 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION

PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 524,082

Males:	243,827	Females:	280,255
Males with less than the completion of high school:	131,275	Females with less than the completion of high school:	149,814
Total males and females with less than the completion of high school:	281,089		
Percentage males and females with less than the completion of high school:	54%		
Males with no school years completed:	4,963	Females with no school years completed:	6,320

12 Percentage who have completed 5 years or less of school: 7.5%

Percentage who have completed high school: 46.4%

13

Median school years completed, state population:	11.5
Median school years completed, white male population:	11.5
Median school years completed, black male population:	10.8
Median school years completed, male persons of Spanish heritage:	12.2
Median school years completed, white female population:	11.1
Median school years completed, black female population:	10.8
Median school years completed, female persons of Spanish heritage:	11.8

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71

(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14 ABE Enrollment: 2,888 ABE Completions: 98

15		16	
Number of males enrolled:	1,566	Number of females enrolled:	1,322
Percentage of males enrolled:	54%	Percentage of females enrolled:	46%

17 Percentage of ABE Students by Race

White:	83.9%	Oriental:	1.6%
Black:	6.7%	Other:	.7%
American Indian:	.1%		

7% of ABE students were unclassified in State Director's report (OE Form 3058).

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: 6.2% Mexican Americans: .2% Puerto Ricans: 2.1%

TOTAL: 8.5%

19		20	
Average hours ABE membership:	120	Expenditure per ABE student:	$99

21 Average Hours Membership to Complete Grade Level

Grades 1-3: 130 Grades 4-6: 120 Grades 7-8: 102

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22		23	
Correctional institution population, 16 years and older:	477 4/	Students enrolled in correctional institution ABE program:	35
		Percentage of total state ABE enrollment:	1.2%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24		25	
Median family income:	$9,734	Range--Median family income by congressional districts:	$9,713 - $9,755

Percentage of Employed Persons by Occupation

26		27	
White collar workers:	45.2%	Blue collar workers:	42.3%
Service workers:	12.1%	Farm workers:	.4%

28 1970 state population 14 and 15 years of age employed full time in the labor force: 3,373 Males: 64% Females: 36%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure does not include the state's four (4) juvenile correctional institutions.

SOUTH CAROLINA

TARGET POPULATION ABE: 916,775 [1/]

1		2	
1970 Population:	2,590,509	1960 Population:	2,382,594
Rank by Population:	26	Rank by Population:	26

1970 CENSUS: SELECTED POPULATION INFORMATION

3		4	
Male population:	1,271,599	Female population:	1,318,910
Percentage of total population:	49%	Percentage of total population:	51%

5 Race and Persons of Spanish Language:

White:	1,796,696	Chinese:	390
Black:	788,372	Filipino:	1,071
Indian:	1,809	Korean:	157
Japanese:	657	All other races:	1,357

Persons of Spanish Language: 10,999

1970 CENSUS: SELECTED EDUCATION INFORMATION

6		7	
Population 16 years and over:	1,745,829	Population 16 years and older with less than a high school diploma:	1,045,349 2/
8 Population 16-24 years:	458,144	9 Population 16-24 years not enrolled in school with less than the completion of high school:	118,219

10 Population 20 years and older with less than the completion of high school: 874,258 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION
PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 1,283,837

Males: 600,761	Females: 683,076
Males with less than the completion of high school: 372,507	Females with less than the completion of high school: 426,049
Total males and females with less than the completion of high school: 798,556	
Percentage males and females with less than the completion of high school: 62%	
Males with no school years completed: 18,075	Females with no school years completed: 15,711

12 Percentage who have completed 5 years or less of school: 16.4%

Percentage who have completed high school: 37.8%

13

Median school years completed, state population:	10.4
Median school years completed, white male population:	11.4
Median school years completed, black male population:	7.1
Median school years completed, male persons of Spanish heritage:	12.8
Median school years completed, white female population:	11.4
Median school years completed, black female population:	8.1
Median school years completed, female persons of Spanish heritage:	12.5

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71
(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14 ABE Enrollment: 18,700 ABE Completions: 4,061

15		16	
Number of males enrolled:	8,041	Number of females enrolled:	10,659
Percentage of males enrolled:	43%	Percentage of females enrolled:	57%

17 Percentage of ABE Students by Race

White:	26.4%	Oriental:	.3%
Black:	70.3%	Other:	3.0%
American Indian:	0%		

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: .2% Mexican Americans: 2.7% Puerto Ricans: 0%

TOTAL: 2.9%

19		20	
Average hours ABE membership:	95	Expenditure per ABE student:	$89

21 Average Hours Membership to Complete Grade Level

Grades 1-3: 207 Grades 4-6: 171 Grades 7-8: 168

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22		23	
Correctional institution population, 16 years and older:	2,603 4/	Students enrolled in correctional institution ABE program:	958
		Percentage of total state ABE enrollment:	5.0%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24		25	
Median family income:	$7,620	Range--Median family income by congressional districts:	$7,355 - $8,416

Percentage of Employed Persons by Occupation

26		27	
White collar workers:	37.3%	Blue collar workers:	46.8%
Service workers:	12.3%	Farm workers:	3.6%

28 1970 state population 14 and 15 years of age employed full time in the labor force:

9,553 Males: 69% Females: 31%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ Inmates at the Goodman Correctional Institution and the six (6) Pre-Release Centers are not included.

SOUTH DAKOTA

TARGET POPULATION ABE 173,397 1/

1		2	
1970 Population:	665,507	1960 Population:	680,514
Rank by Population:	45	Rank by Population:	41

1970 CENSUS: SELECTED POPULATION INFORMATION

3		4	
Male population:	330,038	Female population:	335,469
Percentage of total population:	50%	Percentage of total population:	50%

5 Race and Persons of Spanish Language:

White:	632,099	Chinese:	280
Black:	1,808	Filipino:	114
Indian:	30,661	Korean:	105
Japanese:	230	All other races:	210

Persons of Spanish Language: 2,954

1970 CENSUS: SELECTED EDUCATION INFORMATION

6		7	
Population 16 years and over:	453,328	Population 16 years and older with less than a high school diploma:	208,251 2/
8 Population 16-24 years:	102,593	9 Population 16-24 years not enrolled in school with less than the completion of high school:	10,308

10 Population 20 years and older with less than the completion of high school: 169,514 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 349,497

Males:	169,873	Females:	179,624
Males with less than the completion of high school:	88,541	Females with less than the completion of high school:	74,548
Total males and females with less than the completion of high school:	163,089		
Percentage males and females with less than the completion of high school:	47%		
Males with no school years completed:	993	Females with no school years completed:	1,059

12 Percentage who have completed 5 years or less of school: 3.7%

Percentage who have completed high school: 53.3%

13

Median school years completed, state population:	11.8
Median school years completed, white male population:	11.6
Median school years completed, black male population:	12.3
Median school years completed, male persons of Spanish heritage:	11.9
Median school years completed, white female population:	12.3
Median school years completed, black female population:	12.3
Median school years completed, female persons of Spanish heritage:	11.9

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71 (FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14 ABE Enrollment: 1,304 ABE Completions: 443

15		16	
Number of males enrolled:	505	Number of females enrolled:	799
Percentage of males enrolled:	39%	Percentage of females enrolled:	61%

17 Percentage of ABE Students by Race

White:	68.1%	Oriental:	1.2%
Black:	1.6%	Other:	.2%
American Indian:	28.9%		

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: 0% Mexican Americans: .2% Puerto Ricans: .3%

TOTAL: .5%

19		20	
Average hours ABE membership:	125	Expenditure per ABE student:	$128

21 Average Hours Membership to Complete Grade Level

Grades 1-3: 129 Grades 4-6: 110 Grades 7-8: 78

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22		23	
Correctional institution population, 16 years and older:	551 4/	Students enrolled in correctional institution ABE program:	105
		Percentage of total state ABE enrollment:	8.1%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24		25	
Median family income:	$7,490	Range--Median family income by congressional districts:	$7,283 - $7,695

Percentage of Employed Persons by Occupation

26		27	
White collar workers:	41.1%	Blue collar workers:	22.4%
Service workers:	15.1%	Farm workers:	21.4%

28 1970 state population 14 and 15 years of age employed full time in the labor force:

5,228 Males: 62% Females: 38%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure may include 14 and 15 year olds in the state penitentiary.

TENNESSEE

TARGET POPULATION ABE: 1,387,575 1/

1	1970 Population: 3,923,726	2	1960 Population: 3,567,089
	Rank by Population: 17		Rank by Population: 17

1970 CENSUS: SELECTED POPULATION INFORMATION

3	Male population: 1,896,942	4	Female population: 2,026,784
	Percentage of total population: 48%		Percentage of total population: 52%

5 Race and Persons of Spanish Language:

White:	3,297,717	Chinese:	1,148
Black:	620,508	Filipino:	629
Indian:	1,443	Korean:	524
Japanese:	849	All other races:	908

Persons of Spanish Language: 13,873

1970 CENSUS: SELECTED EDUCATION INFORMATION

6	Population 16 years and over: 2,745,755	7	Population 16 years and older with less than a high school diploma: 1,550,474 2/
8	Population 16-24 years: 614,477	9	Population 16-24 years not enrolled in school with less than the completion of high school: 148,061
10	Population 20 years and older with less than the completion of high school: 1,334,446 3/		

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 2,127,946

Males: 992,576 Females: 1,135,370

Males with less than the completion of high school:	Females with less than the completion of high school:
584,764	654,750

Total males and females with less than the completion of high school: 1,239,514

Percentage males and females with less than the completion of high school: 58%

Males with no school years completed:	Females with no school years completed:
20,593	16,533

12 Percentage who have completed 5 years or less of school: 13.2%

Percentage who have completed high school: 41.8%

13 Median school years completed, state population: 10.6

Median school years completed, white male population: 10.9

Median school years completed, black male population: 8.4

Median school years completed, male persons of Spanish heritage: 12.9

Median school years completed, white female population: 11.2

Median school years completed, black female population: 9.0

Median school years completed, female persons of Spanish heritage: 12.6

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71 (FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14 ABE Enrollment: 15,974 ABE Completions: 3,331

15	Number of males enrolled: 5,832	16	Number of females enrolled: 10,142
	Percentage of males enrolled: 37%		Percentage of females enrolled: 63%

17 Percentage of ABE Students by Race

White:	55.5%	Oriental:	.2%
Black:	43.6%	Other:	.7%
American Indian:	0%		

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: 0% Mexican Americans: .1% Puerto Ricans: 0%

TOTAL: .1%

19	Average hours ABE membership: 120	20	Expenditure per ABE student: $89

21 Average Hours Membership to Complete Grade Level

Grades 1-3: 150 Grades 4-6: 150 Grades 7-8: 150

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22	Correctional institution population, 16 years and older: 5,155 4/	23	Students enrolled in correctional institution ABE program: 252
			Percentage of total state ABE enrollment: 1.6%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24	Median family income: $7,447	25	Range--Median family income by congressional districts: $6,451 - $7,940

Percentage of Employed Persons by Occupation

26	White collar workers: 41.5%	27	Blue collar workers: 42.3%
	Service workers: 12.5%		Farm workers: 3.7%

28 1970 state population 14 and 15 years of age employed full time in the labor force:

11,177 Males: 71% Females: 29%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure includes 255 males and females 15-20 years of age at the Tennessee Youth Center and the Highland Rim School for Girls.

TEXAS

TARGET POPULATION ABE 3,445,926 1/

1		2	
1970 Population:	11,195,416	1960 Population:	9,579,677
Rank by Population:	4	Rank by Population:	6

1970 CENSUS: SELECTED POPULATION INFORMATION

3		4	
Male population:	5,478,868	Female population:	5,716,548
Percentage of total population:	49%	Percentage of total population:	51%

5 Race and Persons of Spanish Language:

White:	9,749,603	Chinese:	8,378
Black:	1,395,853	Filipino:	3,085
Indian:	17,231	Korean:	2,017
Japanese:	6,126	All other races:	13,123

Persons of Spanish Language: 2,059,671

1970 CENSUS: SELECTED EDUCATION INFORMATION

6		7	
Population 16 years and over:	7,635,716	Population 16 years and older with less than a high school diploma:	3,975,740 2/
8 Population 16-24 years:	1,807,327	9 Population 16-24 years not enrolled in school with less than the completion of high school:	385,290

10 Population 20 years and older with less than the completion of high school: 3,312,186 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 5,817,155

Males:	2,759,369	Females:	3,057,786
Males with less than the completion of high school:	1,435,647	Females with less than the completion of high school:	1,624,989
Total males and females with less than the completion of high school:	3,060,636		
Percentage males and females with less than the completion of high school:	53%		
Males with no school years completed:	83,956	Females with no school years completed:	92,720

12

Percentage who have completed 5 years or less of school:	12.3%
Percentage who have completed high school:	47.4%

13

Median school years completed, state population:	11.6
Median school years completed, white male population:	12.0
Median school years completed, black male population:	9.3
Median school years completed, male persons of Spanish heritage:	7.6
Median school years completed, white female population:	11.9
Median school years completed, black female population:	10.0
Median school years completed, female persons of Spanish heritage:	7.0

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71 (FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14

ABE Enrollment:	57,439	ABE Completions:	7,663

15		16	
Number of males enrolled:	28,268	Number of females enrolled:	29,171
Percentage of males enrolled:	49%	Percentage of females enrolled:	51%

17 Percentage of ABE Students by Race

White:	75.1%	Oriental:	.5%
Black:	24.4%	Other:	0%
American Indian:	0%		

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: .3% Mexican Americans: 46.8% Puerto Ricans: .2%

TOTAL: 47.3%

19		20	
Average hours ABE membership:	136	Expenditure per ABE student:	$46

21 Average Hours Membership to Complete Grade Level

Grades 1-3: 129 Grades 4-6: 126 Grades 7-8: 108

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22		23	
Correctional institution population, 16 years and older:	14,148 4/	Students enrolled in correctional institution ABE program:	10,493
		Percentage of total state ABE enrollment:	18.3%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24		25	
Median family income:	$8,486	Range--Median family income by congressional districts:	$5,035 - $13,593

Percentage of Employed Persons by Occupation

26		27	
White collar workers:	48.5%	Blue collar workers:	34.3%
Service workers:	13.3%	Farm workers:	3.9%

28 1970 state population 14 and 15 years of age employed full time in the labor force:

39,535 Males: 71% Females: 29%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure does not include populations for the facilities of the Texas Youth Council or county juvenile units.

UTAH

TARGET POPULATION ABE: 179,743 1/

1 1970 Population:	1,059,273	2 1960 Population:	890,627
Rank by Population:	36	Rank by Population:	38

1970 CENSUS: SELECTED POPULATION INFORMATION

3 Male population:	523,216	4 Female population:	536,057
Percentage of total population:	49%	Percentage of total population:	51%

5 Race and Persons of Spanish Language:

White:	1,034,110	Chinese:	1,206
Black:	6,489	Filipino:	500
Indian:	10,575	Korean:	371
Japanese:	4,495	All other races:	1,527

Persons of Spanish Language: 43,550

1970 CENSUS: SELECTED EDUCATION INFORMATION

6 Population 16 years and over:	682,543	7 Population 16 years and older with less than a high school diploma:	238,479 2/
8 Population 16-24 years:	188,989	9 Population 16-24 years not enrolled in school with less than the completion of high school:	18,545

10 Population 20 years and older with less than the completion of high school: 173,443 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION
PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 492,337

Males:	238,983	Females:	253,354
Males with less than the completion of high school:	78,351	Females with less than the completion of high school:	82,847

Total males and females with less than the completion of high school: 161,198

Percentage males and females with less than the completion of high school: 33%

Males with no school years completed:	2,223	Females with no school years completed:	2,309

12 Percentage who have completed 5 years or less of school: 2.7%

Percentage who have completed high school: 67.3%

13 Median school years completed, state population: 12.5

Median school years completed, white male population: 12.6

Median school years completed, black male population: 11.7

Median school years completed, male persons of Spanish heritage: 10.7

Median school years completed, white female population: 12.4

Median school years completed, black female population: 11.3

Median school years completed, female persons of Spanish heritage: 10.5

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71
(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14 ABE Enrollment:	1,580	ABE Completions:	161
15 Number of males enrolled:	776	16 Number of females enrolled:	804
Percentage of males enrolled:	49%	Percentage of females enrolled:	51%

17 Percentage of ABE Students by Race

White:	53.2%	Oriental:	5.7%
Black:	5.0%	Other:	17.0%
American Indian:	19.1%		

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: .6% Mexican Americans: 17.7% Puerto Ricans: .3%

TOTAL: 18.5%

Mathematical round-off of computations causes discrepancy in addition of percentages.

19 Average Hours ABE membership:	78	20 Expenditure per ABE student:	$112

21 Average Hours Membership to Complete Grade Level

Grades 1-3:	Grades 4-6:	Grades 7-8:
Not Available.	Not Available.	Not Available.

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22 Correctional institution population, 16 years and older:	599 4/	23 Students enrolled in correctional institution ABE program:	73
		Percentage of total state ABE enrollment:	4.6%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24 Median family income:	$9,320	25 Range--Median family income by congressional districts:	$9,080 - $9,537

Percentage of Employed Persons by Occupation

26 White collar workers:	51.9%	27 Blue collar workers:	32.3%
Service workers:	12.7%	Farm workers:	3.1%

28 1970 state population 14 and 15 years of age employed full time in the labor force: 6,198 Males: 70% Females: 30%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ The Utah State Prison can admit 14 and 15 year olds.

VERMONT

TARGET POPULATION ABE: 109,528 1/

1 1970 Population: 444,330	2 1960 Population: 389,881
Rank by Population: 49	Rank by Population: 48

1970 CENSUS: SELECTED POPULATION INFORMATION

3 Male population: 217,086	4 Female population: 227,244
Percentage of total population: 49%	Percentage of total population: 51%

5 Race and Persons of Spanish Language:

White:	442,905	Chinese:	180
Black:	665	Filipino:	137
Indian:	233	Korean:	59
Japanese:	58	All other races:	93

Persons of Spanish Language: 2,469

1970 CENSUS: SELECTED EDUCATION INFORMATION

6 Population 16 years and over: 304,409	7 Population 16 years and older with less than a high school diploma: 129,152 2/
8 Population 16-24 years: 71,233	9 Population 16-24 years not enrolled in school with less than the completion of high school: 9,631

10 Population 20 years and older with less than the completion of high school: 106,310 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 232,643

Males: 110,258 Females: 122,385

Males with less than the completion of high school: 51,418	Females with less than the completion of high school: 48,479

Total males and females with less than the completion of high school: 99,897

Percentage males and females with less than the completion of high school: 43%

Males with no school years completed: 920	Females with no school years completed: 876

12 Percentage who have completed 5 years or less of school: 3.2%

Percentage who have completed high school: 57.1%

13 Median school years completed, state population: 12.2

Median school years completed, white male population: 12.1

Median school years completed, black male population: 12.4

Median school years completed, male persons of Spanish heritage: 12.6

Median school years completed, white female population: 12.3

Median school years completed, black female population: 12.2

Median school years completed, female persons of Spanish heritage: 12.6

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71 (FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14 ABE Enrollment: 2,300	ABE Completions: 529
15 Number of males enrolled: 1,054	16 Number of females enrolled: 1,246
Percentage of males enrolled: 46%	Percentage of females enrolled: 54%

17 Percentage of ABE Students by Race

White:	98.7%	Oriental:	.4%
Black:	.2%	Other:	.1%
American Indian:	.6%		

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: .1% Mexican Americans: .1% Puerto Ricans: 0%

TOTAL: .2%

19 Average hours ABE membership: 60	20 Expenditure per ABE student: $70

21 Average Hours Membership to Complete Grade Level

Grades 1-3: 123 Grades 4-6: 127 Grades 7-8: 153

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22 Correctional institution population, 16 years and older: 203 4/	23 Students enrolled in correctional institution ABE program: 122
	Percentage of total state ABE enrollment: 5.3%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24 Median family income: $8,928	25 Range--Median family income by congressional districts: Not divided into Congressional districts

Percentage of Employed Persons by Occupation

26 White collar workers: 46.3%	27 Blue collar workers: 34.3%
Service workers: 14.1%	Farm workers: 5.3%

28 1970 state population 14 and 15 years of age employed full time in the labor force: 2,410 Males: 64% Females: 36%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure does not include inmates of the Weeks School.

VIRGINIA

TARGET POPULATION ABE 1,442,498 1/

1		2	
1970 Population:	4,648,479	1960 Population:	3,966,949
Rank by Population:	14	Rank by Population:	14

1970 CENSUS: SELECTED POPULATION INFORMATION

3		4	
Male population:	2,295,667	Female population:	2,352,812
Percentage of total population:	49%	Percentage of total population:	51%

5

Race and Persons of Spanish Language:

White:	3,766,092	Chinese:	2,303
Black:	859,919	Filipino:	6,904
Indian:	4,829	Korean:	1,805
Japanese:	3,457	All other races:	3,170

Persons of Spanish Language: 48,742

1970 CENSUS: SELECTED EDUCATION INFORMATION

6		7	
Population 16 years and over:	3,232,792	Population 16 years and older with less than a high school diploma:	1,652,319 2/
8		9	
Population 16-24 years:	783,319	Population 16-24 years not enrolled in school with less than the completion of high school:	165,139

10 Population 20 years and older with less than the completion of high school: 1,388,057 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 2,446,082

Males:	1,168,545	Females:	1,277,537
Males with less than the completion of high school:	624,716	Females with less than the completion of high school:	652,643

Total males and females with less than the completion of high school: 1,277,359

Percentage males and females with less than the completion of high school: 52%

Males with no school years completed:	22,783	Females with no school years completed:	16,925

12 Percentage who have completed 5 years or less of school: 11.0%

Percentage who have completed high school: 47.8%

13

Median school years completed, state population:	11.6
Median school years completed, white male population:	12.1
Median school years completed, black male population:	8.0
Median school years completed, male persons of Spanish heritage:	13.0
Median school years completed, white female population:	12.1
Median school years completed, black female population:	9.0
Median school years completed, female persons of Spanish heritage:	12.6

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71

(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14

ABE Enrollment: 13,375	ABE Completions: 2,310

15		16	
Number of males enrolled:	5,812	Number of females enrolled:	7,563
Percentage of males enrolled:	43%	Percentage of females enrolled:	57%

17 Percentage of ABE Students by Race

White:	50.9%	Oriental:	3.2%
Black:	44.9%	Other:	.9%
American Indian:	.1%		

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: 1.3% Mexican Americans: 2.8% Puerto Ricans: .6%

TOTAL: 4.7%

19		20	
Average hours ABE membership:	111	Expenditure per ABE student:	$119

21 Average Hours Membership to Complete Grade Level

Grades 1-3: 182 Grades 4-6: 175 Grades 7-8: 160

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22		23	
Correctional institution population, 16 years and older:	7,125 4/	Students enrolled in correctional institution ABE program:	1,374
		Percentage of total state ABE enrollment:	10.2%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24		25	
Median family income:	$9,045	Range--Median family income by congressional districts:	$6,608 - $14,457

Percentage of Employed Persons by Occupation

26		27	
White collar workers:	49.0%	Blue collar workers:	36.2%
Service workers:	12.1%	Farm workers:	2.7%

28 1970 state population 14 and 15 years of age employed full time in the labor force:

12,882 Males: 73% Females: 27%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure includes larger city and county institutions and the Bureau of Correctional Field Units.

WASHINGTON

TARGET POPULATION ABE 733,709 1/

1 1970 Population: 3,409,161	2 1960 Population: 2,853,214
Rank by Population: 22	Rank by Population: 23

1970 CENSUS: SELECTED POPULATION INFORMATION

3 Male population: 1,693,142	4 Female population: 1,716,019
Percentage of total population: 50%	Percentage of total population: 50%

5 Race and Persons of Spanish Language:

White:	3,257,294	Chinese:	9,713
Black:	70,752	Filipino:	11,594
Indian:	31,036	Korean:	1,693
Japanese:	20,244	All other races:	6,835

Persons of Spanish Language: 70,734

1970 CENSUS: SELECTED EDUCATION INFORMATION

6 Population 16 years and over: 2,383,207	7 Population 16 years and older with less than a high school diploma: 895,908 2/
8 Population 16-24 years: 553,721	9 Population 16-24 years not enrolled in school with less than the completion of high school: 67,053

10 Population 20 years and older with less than the completion of high school: 709,162 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 1,825,888

Males: 886,967 Females: 938,921

Males with less than the completion of high school: 333,738	Females with less than the completion of high school: 332,918

Total males and females with less than the completion of high school: 666,656

Percentage males and females with less than the completion of high school: 37%

Males with no school years completed: 6,763	Females with no school years completed: 6,183

12 Percentage who have completed 5 years or less of school: 3.1%

Percentage who have completed high school: 63.5%

13 Median school years completed, state population: 12.4

Median school years completed, white male population: 12.4

Median school years completed, black male population: 12.0

Median school years completed, male persons of Spanish heritage: 12.0

Median school years completed, white female population: 12.4

Median school years completed, black female population: 11.6

Median school years completed, female persons of Spanish heritage: 11.9

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71

(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14 ABE Enrollment: 4,518 ABE Completions: 1,406

15 Number of males enrolled: 2,160	16 Number of females enrolled: 2,358
Percentage of males enrolled: 48%	Percentage of females enrolled: 52%

17 Percentage of ABE Students by Race

White:	72.5%	Oriental:	8.6%
Black:	9.3%	Other:	6.4%
American Indian:	3.3%		

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: .3% Mexican Americans: 6.4% Puerto Ricans: .3%

TOTAL: 7.1%

Mathematical round-off of computations causes discrepancy in addition of percentages.

19 Average hours ABE membership: 112	20 Expenditure per ABE student: $132

21 Average Hours Membership to Complete Grade Level

Grades 1-3: 171 Grades 4-6: 173 Grades 7-8: 187

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22 Correctional institution population, 16 years and older: 3,847 4/	23 Students enrolled in correctional institution ABE program: 309
	Percentage of total state ABE enrollment: 6.8%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24 Median family income: $10,404	25 Range--Median family income by congressional districts: $9,164 - $12,084

Percentage of Employed Persons by Occupation

26 White collar workers:	50.7%	27 Blue collar workers:	32.9%
Service workers:	13.1%	Farm workers:	3.3%

28 1970 state population 14 and 15 years of age employed full time in the labor force: 17,207 Males: 66% Females: 34%

Footnotes:

1/ Population 16 years and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers [illegible]. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure includes inmates in the county facilities of King, Snohomish, Spokane, and Yakima.

WEST VIRGINIA

TARGET POPULATION ABE: 621,314 1/

1		2	
1970 Population:	1,744,236	1960 Population:	1,860,421
Rank by Population:	34	Rank by Population:	30

1970 CENSUS: SELECTED POPULATION INFORMATION

3		4	
Male population:	843,927	Female population:	900,309
Percentage of total population:	48%	Percentage of total population:	52%

5 Race and Persons of Spanish Language:

White:	1,675,111	Chinese:	289
Black:	66,647	Filipino:	627
Indian:	579	Korean:	225
Japanese:	296	All other races:	462

Persons of Spanish Language: 6,261

1970 CENSUS: SELECTED EDUCATION INFORMATION

6		7	
Population 16 years and over:	1,233,143	Population 16 years and older with less than a high school diploma:	698,385 2/
8 Population 16-24 years:	261,828	9 Population 16-24 years not enrolled in school with less than the completion of high school:	55,288

10 Population 20 years and older with less than the completion of high school: 600,463 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 969,436

Males: 455,510	Females: 513,926
Males with less than the completion of high school: 270,592	Females with less than the completion of high school: 295,434
Total males and females with less than the completion of high school: 566,026	
Percentage males and females with less than the completion of high school: 58%	
Males with no school years completed: 8,381	Females with no school years completed: 6,781

12 Percentage who have completed 5 years or less of school: 10.7%

Percentage who have completed high school: 41.6%

13

Median school years completed, state population:	10.5
Median school years completed, white male population:	10.3
Median school years completed, black male population:	8.9
Median school years completed, male persons of Spanish heritage:	12.3
Median school years completed, white female population:	10.8
Median school years completed, black female population:	10.0
Median school years completed, female persons of Spanish heritage:	12.2

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71

(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14 ABE Enrollment: 12,043 ABE Completions: 4,536

15		16	
Number of males enrolled:	5,627	Number of females enrolled:	6,416
Percentage of males enrolled:	47%	Percentage of females enrolled:	53%

17 Percentage of ABE Students by Race

White:	86.8%	Oriental:	.5%
Black:	12.1%	Other:	.5%
American Indian:	0%		

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: .1% Mexican Americans: .2% Puerto Ricans: .2%

TOTAL: .5%

19		20	
Average hours ABE membership:	143	Expenditure per ABE student:	$57

21 Average Hours Membership to Complete Grade Level

Grades 1-3: 278 Grades 4-6: 311 Grades 7-8: 252

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22		23	
Correctional institution population, 16 years and older:	1,117 4/	Students enrolled in correctional institution ABE program:	394
		Percentage of total state ABE enrollment:	3.3%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24		25	
Median family income:	$7,414	Range--Median family income by congressional districts:	$6,437 - $8,457

Percentage of Employed Persons by Occupation

26		27	
White collar workers:	40.5%	Blue collar workers:	45.2%
Service workers:	12.7%	Farm workers:	1.6%

28 1970 state population 14 and 15 years of age employed full time in the labor force: 3,763 Males: 74% Females: 26%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure does not include inmate boys and girls, ages 10-18.

WISCONSIN

TARGET POPULATION ABE [1] 1,128,138 1/

[1] 1970 Population: 4,417,731	[2] 1960 Population: 3,951,777
Rank by Population: 16	Rank by Population: 15

1970 CENSUS: SELECTED POPULATION INFORMATION

[3] Male population: 2,167,179	[4] Female population: 2,250,552
Percentage of total population: 49%	Percentage of total population: 51%

[5] Race and Persons of Spanish Language:

White:	4,261,944	Chinese:	2,398
Black:	127,864	Filipino:	1,314
Indian:	18,724	Korean:	843
Japanese:	2,268	All other races:	2,376

Persons of Spanish language: 41,402

1970 CENSUS: SELECTED EDUCATION INFORMATION

[6] Population 16 years and over: 3,008,537	[7] Population 16 years and older with less than a high school diploma: 1,337,828 2/
[8] Population 16-24 years: 673,589	[21] Population 16-24 years not enrolled in school with less than the completion of high school: 67,607

[22] Population 20 years and older with less than the completion of high school: 1,105,361 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

[11] Population 25 years and older: 2,329,796

Males: 1,117,946 Females: 1,211,850

Males with less than the completion of high school: 535,626	Females with less than the completion of high school: 524,905

Total males and females with less than the completion of high school: 1,060,531

Percentage males and females with less than the completion of high school: 46%

Males with no school years completed: 10,422	Females with no school years completed: 10,327

[12] Percentage who have completed 5 years or less of school: 4.5%

Percentage who have completed high school: 54.5%

[13] Median school years completed, state population: 12.1

Median school years completed, white male population: 12.1

Median school years completed, black male population: 10.0

Median school years completed, male persons of Spanish heritage: 10.2

Median school years completed, white female population: 12.2

Median school years completed, black female population: 10.7

Median school years completed, female persons of Spanish heritage: 10.7

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71 (FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

[14] ABE Enrollment: 6,599 ABE Completions: 898

[15] Number of males enrolled: 3,575	[16] Number of females enrolled: 3,024
Percentage of males enrolled: 54%	Percentage of females enrolled: 46%

[17] Percentage of ABE Students by Race

White:	58.4%	Oriental:	.7%
Black:	20.6%	Other:	10.1%
American Indian:	2.3%		

7.8% of ABE students were unclassified in State Director's report (on Form 3058)

[18] Percentage of ABE Students by Selected Ethnic Groups

Cubans: 1.0% Mexican Americans: 21.3% Puerto Ricans: 7.0%

TOTAL: 29.3%

[19] Average hours ABE membership: 111	[20] Expenditure per ABE student: $153

[31] Average Hours Membership to Complete Grade Level

Grades 1-3: 236 Grades 4-6: 168 Grades 7-8: 171

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

[32] Correctional institution population, 16 years and older: 4,282 4/	[33] Students enrolled in correctional institution ABE program: 321
	Percentage of total state ABE enrollment: 4.9%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

[24] Median family income: $10,065	[25] Range--Median family income by congressional districts: $8,424 - $12,479

Percentage of Employed Persons by Occupation

[26] White-collar workers:	43.3%	[29] Blue collar workers:	37.3%
Service workers:	13.4%	Farm workers:	6.0%

[28] 1970 state population 14 and 15 years of age employed full time in the labor force: 23,185 Males: 71% Females: 29%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure includes five (5) county jails (Brown, Dane, Kenosha, Milwaukee, Racine, and the Milwaukee County House of Correction).

WYOMING

TARGET POPULATION ABE: 71,669 1/

1 1970 Population: 332,416	2 1960 Population: 330,066
Rank by Population: 50	Rank by Population: 49

1970 CENSUS: SELECTED POPULATION INFORMATION

3 Male population: 166,717	4 Female population: 165,699
Percentage of total population: 50%	Percentage of total population: 50%

5 Race and Persons of Spanish Language:

White:	324,295	Chinese:	126
Black:	2,448	Filipino:	54
Indian:	4,806	Korean:	83
Japanese:	432	All other races:	172

Persons of Spanish Language: 18,551

1970 CENSUS: SELECTED EDUCATION INFORMATION

6 Population 16 years and over: 226,440	7 Population 16 years and older with less than a high school diploma: 87,818 2/
8 Population 16-24 years: 50,179	9 Population 16-24 years not enrolled in school with less than the completion of high school: 6,417

10 Population 20 years and older with less than the completion of high school: 69,255 3/

1970 CENSUS: SELECTED EDUCATION INFORMATION PERSONS 25 YEARS AND OLDER

11 Population 25 years and older: 175,649

Males: 86,996	Females: 88,653
Males with less than the completion of high school: 34,843	Females with less than the completion of high school: 30,409

Total males and females with less than the completion of high school: 65,252

Percentage males and females with less than the completion of high school: 37%

Males with no school years completed: 798	Females with no school years completed: 608

12 Percentage who have completed 5 years or less of school: 3.5%

Percentage who have completed high school: 62.9%

13

Median school years completed, state population:	12.3
Median school years completed, white male population:	12.3
Median school years completed, black male population:	11.3
Median school years completed, male persons of Spanish heritage:	9.0
Median school years completed, white female population:	12.4
Median school years completed, black female population:	11.0
Median school years completed, female persons of Spanish heritage:	9.5

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71

(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14 ABE Enrollment: 1,009 ABE Completions: 313

15 Number of males enrolled: 433	16 Number of females enrolled: 576
Percentage of males enrolled: 43%	Percentage of females enrolled: 57%

17 Percentage of ABE Students by Race

White:	61.2%	Oriental:	2.4%
Black:	2.4%	Other:	25.7%
American Indian:	8.3%		

18 Percentage of ABE Students by Selected Ethnic Groups

Cubans: 0% Mexican Americans: 25.5% Puerto Ricans: .2%

TOTAL: 25.7%

19 Average hours ABE membership: 212	20 Expenditure per ABE student: $141

21 Average Hours Membership to Complete Grade Level

Grades 1-3: 509 Grades 4-6: 273 Grades 7-8: 178

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22 Correctional institution population, 16 years and older: 273 4/	23 Students enrolled in correctional institution ABE program: 52
	Percentage of total state ABE enrollment: 5.2%

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

24 Median family income: $8,944	25 Range--Median family income by congressional districts: Not divided into Congressional districts.

Percentage of Employed Persons by Occupation

26 White collar workers:	46.4%	27 Blue collar workers:	30.3%
Service workers:	14.4%	Farm workers:	8.9%

28 1970 state population 14 and 15 years of age employed full time in the labor force:

2,167 Males: 61% Females: 39%

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ This figure does not include the Girl's School or the Industrial Institute.

REFERENCES

(Reference numbers correspond to numbered items in each state report.)

[1]U.S., Bureau of the Census, *United States Census of the Population: 1970. Detailed Characteristics, (State)*, PC(1)–D_, Table 138.

Listing of State Census Detailed Characteristics by Census Publication and Document Number:

Alabama, PC(1)–D2
Alaska, PC(1)–D3
Arizona, PC(1)–D4
Arkansas, PC(1)–D5
California, PC(1)–D6
Colorado, PC(1)–D7
Connecticut, PC(1)–D8
Delaware, PC(1)–D9
Dist. of Columbia, PC(1)–D10
Florida, PC(1)–D11
Georgia, PC(1)–D12
Hawaii, PC(1)–D13
Idaho, PC(1)–D14
Illinois, PC(1)–D15
Indiana, PC(1)–D16
Iowa, PC(1)–D17
Kansas, PC(1)–D18
Kentucky, PC(1)–D19
Louisiana, PC(1)–D20
Maine, PC(1)–D21
Maryland, PC(1)–D22
Massachusetts, PC(1)–D23
Michigan, PC(1)–D24
Minnesota, PC(1)–D25
Mississippi, PC(1)–D26
Missouri, PC(1)–D27
Montana, PC(1)–D28
Nebraska, PC(1)–D29
Nevada, PC(1)–D30
New Hampshire, PC(1)–D31
New Jersey, PC(1)–D32
New Mexico, PC(1)–D33
New York, PC(1)–D34
North Carolina, PC(1)–D35
North Dakota, PC(1)–D36
Ohio, PC(1)–D37
Oklahoma, PC(1)–D38
Oregon, PC(1)–D39
Pennsylvania, PC(1)–D40
Rhode Island, PC(1)–D41
South Carolina, PC(1)–D42
South Dakota, PC(1)–D43
Tennessee, PC(1)–D44
Texas, PC(1)–D45
Utah, PC(1)–D46
Vermont, PC(1)–D47
Virginia, PC(1)–D48
Washington, PC(1)–D49
West Virginia, PC(1)–D50
Wisconsin, PC(1)–D51
Wyoming PC(1)–D52

(State rank and the 1960 population figure obtained from U.S. Census Report PC(1)–A1, table 14.)

[2]*Ibid.*

[3]*Ibid.*

[4]*Ibid.*

Ibid. Table 139.

[5]National Advisory Council on Adult Education, *Annual Report*, (Washington: U.S. Government Printing Office, 1973), p. 27.

[6]*Ibid.*

[8]U.S. Department of Health, Education, and Welfare; Management Information Systems Branch. *Census Demography* (special run for the National Advisory Council on Adult Education), (Washington: August 1973).

[9]U.S., Bureau of the Census, *United States Census of the Population: 1970. Detailed Characteristics*, (State), PC(1)–D_, Table 147.

[10]National Advisory Council on Adult Education, *Annual Report*, 1973, p. 27.

[11]U.S., Bureau of the Census, *United States Census of the Population: 1970. General Social and Economic Characteristics, U.S. Summary*, PC(1)–C1, June 1972. Table 156–57.

[12]Congressional Quarterly, *Congressional Districts in the 1970s, Political and Demographic Profiles of 435 Congressional Districts*, (Washington: Congressional Quarterly, Inc., 1973), pages by state.

[13]Bureau of the Census, PC(1)–C1, Table 156–57.

[14]National Center for Educational Statistics, *Adult Basic Education Program Statistics Students and Staff Data*, 1970–71, (Washington: U.S. Government Printing Office, 1973), p.11, p. 17.

[15]*Ibid.* P. 12.

[16]*Ibid.*

[17]"Data Base ABE Demography" (National Advisory Council on Adult Education), (Washington, D.C., June 15, 1973), p. 44. (Mimeographed.)

[18]*Ibid.* P. 45.

[19]*Ibid.* P. 9.

[20]*Ibid.* P. 64.

[21]*Ibid.* P. 9.

[22]The American Correctional Association, *Directory 1972-Juvenile and Adult Correctional Institutions and Agencies*, (Washington: By the Association, 1972), pages by state.

[23]"Data Base ABE Demography" (National Advisory Council on Adult Education), (Washington, D.C., June 15, 1973), p. 30. (Mimeographed.)

[24]Congressional Quarterly, *Congressional Districts in the 1970s, Political and Demographic Profiles of 435 Congressional Districts*, (Washington: Congressional Quarterly, Inc., 1973), pages by state.

[25]*Ibid.*

[26]*Ibid.*

[27]*Ibid.*

[28]U.S. Department of Health, Education, and Welfare; Management Information Systems Branch. *Census Demography* (special run for the National Advisory Council on Adult Education), (Washington: August 1973).

National Figures: The Target Population

With the assistance of the National Institute of Education, and the Office of the Assistant Secretary for Education (DHEW), the Advisory Council developed a profile of the Target Population from the 1970 census.

The national figures in the following tables reflect a composite of the state demographic material reported earlier in Section III with the exception that these figures do not include adults in penal institutions; persons in the armed forces overseas, and their dependents living overseas.

TABLE I

Grade Level Completed, Age and Sex[1]

U.S. TOTALS FOR ADULTS 16 YEARS OF AGE AND OLDER WITH LESS THAN THE COMPLETION OF HIGH SCHOOL AND NOT ENROLLED IN SCHOOL (1970 CENSUS)

		YEARS OF SCHOOL COMPLETED			
		0 to 5	6 to 8	9 to 11	All (0 to 11)
TOTAL:	16 to 24 years old	201,000	1,095,000	3,342,000	4,638,000
	25 to 34 years old	171,000	2,041,000	4,263,000	6,475,000
	35 to 44 years old	191,000	3,456,000	4,656,000	8,303,000
	45 to 64 years old	434,000	11,522,000	8,651,000	20,607,000
	65 years and older	755,000	10,383,000	3,169,000	14,307,000
	Total	1,752,000	28,497,000	24,081,000	54,330,000
MALE:	16 to 24 years old	89,000	578,000	1,577,000	2,244,000
	25 to 34 years old	93,000	1,061,000	1,915,000	3,069,000
	35 to 44 years old	103,000	1,931,000	2,174,000	4,208,000
	45 to 64 years old	219,000	5,834,000	3,960,000	10,013,000
	65 years and older	303,000	4,614,000	1,270,000	6,187,000
	Subtotal	807,000	14,018,000	10,896,000	25,721,000
FEMALE:	16 to 24 years old	112,000	517,000	1,765,000	2,394,000
	25 to 34 years old	78,000	980,000	2,348,000	3,406,000
	35 to 44 years old	88,000	1,525,000	2,482,000	4,095,000
	45 to 64 years old	215,000	5,688,000	4,691,000	10,594,000
	65 years and older	45[illegible]000	5,769,000	1,899,000	8,120,000
	Subtotal	945,000	14,479,000	13,185,000	28,609,000

[1]Information compiled by the National Institute of Education: Washington, D.C., 1974

TABLE II

Race, Age and Sex[1]

U.S. TOTALS FOR ADULTS 16 YEARS OF AGE AND OLDER WITH LESS THAN COMPLETION OF HIGH SCHOOL AND NOT ENROLLED IN SCHOOL (1970 CENSUS)

		RACE				
		White	Black	Indian	Other	All
TOTAL:	16 to 24 years old	3,620,000	942,000	40,000	36,000	4,638,000
	25 to 34 years old	5,192,000	1,192,000	38,000	53,000	6,475,000
	35 to 44 years old	6,803,000	1,390,000	41,000	69,000	8,303,000
	45 to 64 years old	17,606,000	2,787,000	80,000	134,000	20,607,000
	65 years and older	12,818,000	1,366,000	29,000	94,000	14,307,000
	Total	46,039,000	7,677,000	228,000	386,000	54,330,000
MALE:	16 to 24 years old	1,760,000	447,000	22,000	15,000	2,244,000
	25 to 34 years old	2,475,000	553,000	17,000	24,000	3,069,000
	35 to 44 years old	3,501,000	667,000	16,000	24,000	4,208,000
	45 to 64 years old	8,606,000	1,302,000	36,000	69,000	10,013,000
	65 years and older	5,518,000	608,000	10,000	51,000	6,187,000
	Subtotal	21,860,000	3,577,000	101,000	183,000	25,721,000
FEMALE:	16 to 24 years old	1,860,000	495,000	18,000	21,000	2,394,000
	25 to 34 years old	2,717,000	639,000	21,000	29,000	3,406,000
	35 to 44 years old	3,302,000	723,000	25,000	45,000	4,095,000
	45 to 64 years old	9,000,000	1,485,000	44,000	65,000	10,594,000
	65 years and older	7,300,000	758,000	19,000	43,000	8,120,000
	Subtotal	24,179,000	4,100,000	127,000	203,000	28,609,000

[1]Information compiled by the National Institute of Education: Washington, D.C., 1974.

TABLE III

Income, Age and Sex[1]

U.S. TOTALS FOR ADULTS 16 YEARS OF AGE AND OLDER WITH LESS THAN THE COMPLETION OF HIGH SCHOOL AND NOT ENROLLED IN SCHOOL (1970 CENSUS)

		INCOME EARNED					
		$1 $4,999	$5,000–$7,999	$8,000–$9,999	$10,000–$14,999	$15,000– and above	All categories
TOTAL:	16 to 24 years old	4,070,000	432,000	102,000	30,000	4,000	4,638,000
	25 to 34 years old	4,447,000	1,201,000	439,000	327,000	61,000	6,475,000
	35 to 44 years old	4,980,000	1,650,000	777,000	715,000	181,000	8,303,000
	45 to 64 years old	13,585,000	3,692,000	1,614,000	1,353,000	363,000	20,607,000
	65 years and older	13,632,000	402,000	118,000	107,000	48,000	14,307,000
	Total	40,714,000	7,377,000	3,050,000	2,532,000	657,000	54,330,000
MALE:	16 to 24 years old	1,745,000	369,000	98,000	29,000	3,000	2,244,000
	25 to 34 years old	1,236,000	1,026,000	427,000	320,000	60,000	3,069,000
	35 to 44 years old	1,289,000	1,303,000	744,000	696,000	176,000	4,208,000
	45 to 64 years old	3,970,000	2,885,000	1,514,000	1,306,000	338,000	10,013,000
	65 years and older	5,631,000	315,000	99,000	98,000	44,000	6,187,000
	Subtotal	13,871,000	5,898,000	2,882,000	2,449,000	621,000	25,721,000
FEMALE:	16 to 24 years old	2,325,000	63,000	4,000	1,000	1,000	2,394,000
	25 to 34 years old	3,211,000	175,000	12,000	7,000	1,000	3,406,000
	35 to 44 years old	3,691,000	347,000	33,000	19,000	5,000	4,095,000
	45 to 64 years old	9,615,000	807,000	100,000	47,000	25,000	10,594,000
	65 years and older	8,001,000	87,000	19,000	9,000	4,000	8,120,000
	Subtotal	26,843,000	1,479,000	168,000	83,000	36,000	28,609,000

[1]Information compiled by the National Institute of Education: Washington, D.C., 1974.

TABLE IV.

Employment, Age, and Sex[1]

U.S. TOTALS FOR ADULTS 16 YEARS OF AGE AND OLDER WITH LESS THAN THE COMPLETION OF HIGH SCHOOL AND NOT ENROLLED IN SCHOOL (1970 CENSUS)

		EMPLOYMENT			
		Full-time	Part-time	Unemployed	All categories
TOTAL:	16 to 24 years old	4,020,000	262,000	356,000	4,638,000
	25 to 34 years old	5,919,000	292,000	264,000	6,475,000
	35 to 44 years old	7,679,000	343,000	281,000	8,303,000
	45 to 64 years old	19,257,000	809,000	541,000	20,607,000
	65 years and older	13,837,000	369,000	101,000	14,307,000
	Total	50,712,000	2,075,000	1,543,000	54,330,000
MALE:	16 to 24 years old	1,888,000	134,000	222,000	2,244,000
	25 to 34 years old	2,821,000	101,000	147,000	3,069,000
	35 to 44 years old	3,944,000	104,000	160,000	4,208,000
	45 to 64 years old	9,378,000	301,000	334,000	10,013,000
	65 years and older	5,901,000	224,000	62,000	6,187,000
	Subtotal	23,932,000	864,000	925,000	25,721,000
FEMALE:	16 to 24 years old	2,132,000	128,000	134,000	2,394,000
	25 to 34 years old	3,098,000	191,000	117,000	3,406,000
	35 to 44 years old	3,735,000	239,000	121,000	4,095,000
	45 to 64 years old	9,879,000	508,000	207,000	10,594,000
	65 years and older	7,936,000	145,000	39,000	8,120,000
	Subtotal	26,780,000	1,211,000	618,000	28,609,000

[1]Information compiled by the National Institute of Education: Washington, D.C., 1974.

A NEXT STEP

Needed: A New Learning Pattern For Adults in a Changing Society

A look at the past, present and future (as best we can project it) points clearly to the need for more learning opportunity for adults.

This learning opportunity needs to be made available, and used, in order to meet the economic and human needs of a growing population that is crowding itself together in metropolitan areas.

While it is clear that the first priority of a vastly enlarged adult educational opportunity consists of the disadvantaged group (illiterates and near illiterates) of our citizens, learning opportunities for the middle class and for the highly but narrowly educated are also vital to the good health of our society.

At present, we use the rhetoric of an all-out war on illiteracy; but, in fact, we are just about holding our own. Few illiterates escape personal hardship in the job market and all of us pay for their inability to contribute to the nation's product of goods and services.

Common decency and common sense dictate that we need to make a national commitment to wipe out illiteracy. The only meaningful national commitment to this goal must be a commitment made by the Congress of the United States.

We are developing a form of society which is requiring increasing sophistication both in the functioning of our economy and in our self-goverance.

Complicated job skills requiring more training and more education of more people is becoming the rule rather than the exception. Fifty years ago fathers reared families (without the wife working) with job skills now required merely for entry into the labor market.

We are facing the problem of finite resources. Instead of "Bigger and Better" taking care of a good many of our problems ("give everyone an opportunity and all but the lazy will prosper in a growing country"), we are moving into a period when "Fair Shares" of limited food and housing and transportation likely will be the substitute for "Bigger and Better".

It is not hard to picture, fairly soon, a society where not all who want to work (and are able to work) will be fully employed. This might well take the form of a society where technological advances enable us all to live comfortably with a shorter work week. We may be coming to an end of the time when work was full-time and leisure was part-time. The balance could turn out to be 50/50.

Events of this nature will require a new kind of education. We cannot provide it by the frontloading system. It is adults who have finished their sequential classroom years who will need new skills, new information, new thought processes to deal with problems that won't wait for K-16 to turn out a new generation of *wunderkinds* who can solve the world's problems. Maybe it is better, but is it good enough? Adults will deal with these new problems of a changed society now on our threshhold, but do adults have the

knowledge and skills they will need?

Events of the kind mentioned will require new interaction among citizen groups. Certainly, it will involve more of the skills which are generally conceived to be the result of training, but it will also involve the ability to reason and to agree on intentions after evaluating the consequences of alternate courses of action. Such ability is generally held to come from education and from a form of general or humanistic education that is skipped by many who have specialized for the last four to eight years of their "schooling". There will be need for lateral learning. The world's greatest brain surgeon will have to learn something about political science, perhaps, or land use.

If the need for such learning opportunity is accepted, we can then consider how it can be provided. Much of it need not depend upon an enlargement of the cadre of professional teachers. A good deal of adult learning now is self-planned and self-taught. A good deal of adult learning now is traded as people share their knowledge and skills outside the conventional classroom.

There are working models of such adult learning, but there is no effort now underway to gather information about them and to seek ways to apply them on a national basis.

All that this publication has contained points clearly to the need to end illiteracy. The illiterates are as handicapped in our society as the playgoer who is deaf and blind.

But all that is in this publication points to something more. It points to the need for LIFETIME LEARNING for economic reasons, as well as for reasons of human fulfillment, that go beyond having a job and shelter and food.

Human lives are enriched by more than money. Many with more money and more material comforts than their fathers and grandfathers possessed feel less enriched than their forefathers. One reason is that they had more of a hold on their own destiny in a simpler and growing society. Work skills and the societal skills of living together were easier to come by.

The knowledge and information that has made our society so complicated multiplied, almost by geometrical progression, our need for more information and for more skills and judgemental ability.

All of the demography in this publication reads out in statistical form, but it consists of people, of individuals, of persons with minds and souls. They are our basic resource—far more basic than wood and minerals and oil and rich soil—and it is to their development and conservation that we must look.

Whatever it be called—Continuing Education, Lifetime Learning, Recurrent Education, Mental Refreshment, or some new term that may become fashionable—it is a clear and present need. The civic skills, or living together in harmony through self-governance, are as apparent a necessity from a study of today's demographics as are the work skills more easily identified and transmitted.

Conferences in our society serve two purposes. Some conferences are used to avoid action on a problem. Other conferences are used to identify problems, define them, and to enlist national commitment to solve them. The National Advisory Council on Adult Education holds that a conference of the latter type, to deal with the problems of Lifetime Learning, needs to be held early in 1975 so that the next Congress can be provided with suggestions from a cross-section of national leadership for national commitment of Lifetime Learning and a federal program to begin action to deal with this national need.

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